



National Historic Site





# Welcome to Tuskegee Institute Movable School Education Program





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# UNITED STATES DEPARTMENT OF THE INTERIOR

## NATIONAL PARK SERVICE

### Tuskegee Institute National Historic Site

1212 Old Montgomery Road  
Tuskegee Institute, AL 36088  
334-727-6390

### Tuskegee Airmen National Historic Site

c/o Tuskegee Institute National Historic Site  
1616 Chappie James Road  
Tuskegee, AL 36087  
334-724-0922

IN REPLY REFER TO:

K1815

April 10, 2004

Dear Educator:

We are pleased that you have chosen to use our Teacher's Guide to enhance the learning experience of your students. We have worked hard with several partners to design this guide as a tool to help you with ideas for the classroom. It is our goal that you find it to be a wealth of information on the history of Tuskegee Institute and the development of education in this County.

Tuskegee Institute National Historic Site is one of 389 Sites in the National Park Service; one of our duties involves telling the site's story through the application of interpretive techniques. One that may be appropriate for schools such as yours is our Parks-As-Classrooms Education Program, developed by us to meet National and the State of education standards. Throughout the National Park Service, education programs have proven to be one of the most effective ways of reaching out to non-traditional audiences.

The Parks-As-Classrooms Education Program is designed to provide active and developmental learning, encouraging the full understanding of the work of Tuskegee Institute in the field of education, politics, and social change. It will expose students to the many resources found here in Tuskegee. It will also provide students with skills to apply in decision making, development of self-respect, self-empowerment and appreciation of their environment and Alabama history.

We are providing these curriculum-based teaching guides to teachers, community center directors, facilitators, trainers, and higher learning institutions. As a participant, your school will be asked to incorporate pre-visit and post-visit activities in order to increase learning skills and the effectiveness of the Park Ranger. Historically, Booker T. Washington and Tuskegee Institute have made education a top priority. We are continuing the tradition of educating the masses through our Parks-As-Classrooms program.

Teachers and group leaders are welcome to schedule programs. However, a two week advance notice is required for adequate program preparation.

If you need more information, contact the Chief of Resource Education and Interpretation, at (334) 727-3200.

Sincerely,

*Brenda B. Mobley*

Brenda B. Mobley  
Superintendent





## Mission Statement For Educational Programs

The mission of the Tuskegee Institute National Historic Site's education program is to satisfy the curriculum needs as specified in the Alabama Course of Study utilizing the park as a classroom. The program and activities included in the Curriculum Guides to Tuskegee Institute National Historic Site are designed to meet the standards from the Alabama Course of Study in History, Reading, Social Studies, Science, English Language Arts and Mathematics.

By engaging in pre-visit, on-site, and post-visit activities, students will focus on learning concepts appropriate to their grade level while developing an appreciation for Tuskegee Institute, American Educational system and the continued the continued educational system that has shaped our county.

The activities included in this guide enable students to investigate, research and participate in "hand-on" learning experiences. They will build a strong foundation in communication skills, research techniques, writing and thinking in terms of multiple points of view. These activities also have cross-curriculum applications.



## How to Use This Guide

It is the hope of the staff at the Tuskegee Institute National Historic Site that you find this Guide a useful and friendly tool, and that it helps you, the teacher, bring the lessons of the history of Tuskegee Institute to a point of reality and excitement for your students. The following information is compiled to help you make the most of your travels through this curriculum guide.

This Guide is divided into thirteen Units of study (see Table of Contents). Each Unit contains Classroom Parameters, Logistical Information, Background Information, Alabama Curriculum Correlations, and an Introduction, which are all followed by various lessons.

It is our intention that each Introduction provides important background information for teaching that unit's Lessons. Each unit contains a Theme. Each lesson will place an emphasis on the unit's theme.

Each Unit will contain Pre-Site lessons, On-Site lessons, and Post-Site lessons. The Pre-Site and Post-Site Lessons will be completed at the school. The On-Site Lessons will be completed during the field trip to the Tuskegee Institute National Historic Site.

The Lessons begin by stating the title of the lesson. Below the title, in the next block of information, is listed the approximate duration of the lesson. Along with this information is listed the Location of the lesson, the Materials needed to complete the lesson, the Unit Theme, and the Curriculum areas that are covered during the lesson.

Included in the Instructional Strategies section are the Learning Objectives. These objectives will be met upon the completion of the lessons. Listed below the objectives are Teacher Tasks and Student Tasks. These tasks consist of the main section of the lesson. Also included in the lesson are Challenge Activities and a Plan for Re-Teaching. These final two activities are an extension of the body of the lesson and, therefore, help to accomplish the lesson's learning objectives.

The lessons in this Guide follow the guidelines set forth in the Alabama Course of Study.

For more information, contact the Division of Resource Education, Tuskegee Institute National Historic Site, 1212 Old Montgomery Road, Tuskegee, AL 36088.  
(334) 727-3200 or [www.nps.gov/tuin](http://www.nps.gov/tuin)

*"I believe that any man's life will be filled with constant and unexpected encouragement, if he makes up his mind to do his level best each day, and as nearly as possible reaching the high water mark of pure and useful living."*

*— Booker T. Washington*





## Scheduling Your Visit

Tuskegee Institute National Historic Site offers curriculum based education programs for all grade levels in conjunction with development and operations of Tuskegee Institute School.

You should schedule the field trip at last four weeks in advance by calling 334-727-3200 between 9:00 a.m. and 4:30 p.m. Monday through Friday. You may schedule a program through the mail by writing the National Historic Site at 1212 West Montgomery Road, Tuskegee Institute, Alabama 36088. **There is no charge for these programs, however donations are accepted.**

Programs are two hours long beginning at 9:00 a.m. and ending at 11:00 a.m. These times are subject to change according to your scheduled arrival. These programs include an outside component. If there is inclement weather, the program will be adjusted.

All pre-arranged programs must be confirmed in person with a confirmation letter. Park Rangers will meet you at designated location to start the program. Failure to meet the Park Ranger in a timely manor will cancel the reservation.

We ask that responsible teachers and adults (Chaperons) accompany the group and provide assistance with the park ranger conducts the program. There should be one responsible adult per 10 students. (Exceptions are made for Kindergarten and First Grade groups- with prior permission). Any extra adults are welcome. **Preschool children cannot accompany Chaperons.**

## When you Arrive

### Parking

Bus parking is available behind the "Oaks" home of Booker T. Washington. A park ranger will meet you at the parking lot to start your program. A map and direction will be enclosed with your confirmation letter.

## Comfort Stations

Public restroom is available in the George W. Carver Museum. The park ranger will address these issues before your program begins. Facilities are available for the physically impaired.



## **Tuskegee Institute National Historic Site**

Authorized as a unit of the National Park Service (NPS) by Public Law 93-486, approved October 26, 1974. The national significance of Tuskegee Institute was it was established by the state of Alabama, influenced by a former slave and a former slave owner to educate freed people and their children. Operated by African American during an era of repression in the late 1800's, it became a beacon of hope for African Americans. It also successfully merged the concepts of education and industry sufficiently to sustain the campus, community and provide goods and services for commercial market. It became a center for application based scientific and social research. It continues to foster the mission envisioned by Booker T. Washington that Tuskegee was a center of influence in developing leaders who impacted politics, military, economics, education and the arts and sciences.

## **Visiting Your National Park**

The main features of the historic site are The Oaks, home of Booker T. Washington; George Washington Carver Museum, which are own by the National Park Service. Tuskegee Institute is a co-educational, privately controlled, professional, scientific and technical institution, which was founded by Booker T. Washington in 1881. A major portion of the campus was designated a National Historic Landmark (Historic Campus District) in 1965.

## **What to Do?**

The George Washington Carver Museum offers exhibits, interpretive programs, a book sales area and two introductory films on George Washington Carver and Booker T. Washington. These films are 30 minutes in length and shown upon request.

The "Oaks," Home of Booker T. Washington: Ranger-guided programs are conducted according to daily schedule. The tours of the home begin at the Carver Museum.

Historic Campus: The campus has been designated as a Historic District. The tour includes buildings that were built by Tuskegee Institute students and designed by Robert R. Taylor, the first African American graduate of MIT. A map of the District is available at the Carver Museum.



## Orientation

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## Hours and Location

The park is open year round from 9:00 am-4:30 pm daily. We are closed January 1, Thanksgiving Day and December 25.

Tuskegee Institute NHS is located on the campus of Tuskegee University. Approximately 40 miles east of Montgomery, Alabama, and 40 miles west of Columbus, Georgia and 133 miles west of Atlanta via I-85.

## Directions

From Montgomery, Alabama, follow Interstate 85 North to exit 32 (Franklin-Tuskegee exit). Turn right onto Pleasant Springs Road, travel 6 miles and turn left onto Franklin Road. Travel 3 miles and turn left onto West Montgomery Road. Travel straight ahead for 1 mile and National Park Service parking is available next to the "Oaks" (Booker T. Washington's family home.)

From Atlanta, Georgia, follow Interstate 85 South to exit 38 (Tuskegee-Notasulga exit), turn left onto Highway 81 and travel 3 miles into the City of Tuskegee. Turn right at first traffic light onto West Montgomery Road. Travel straight for 1 mile and parking is available next to the Oaks (Booker T. Washington's home.)

Tuskegee Institute NHS is administered by the National Park Service, U.S. Department of Interior.

For more information, contact the park at the following address

**Tuskegee Institute National Historic Site**  
**1212 West Montgomery Road**  
**Tuskegee, Alabama 36088**  
**Telephone: 334-727-3200**  
**Email: [TUIN\\_Administration@nps.gov](mailto:TUIN_Administration@nps.gov)**  
**website: [www.nps.gov/tuin](http://www.nps.gov/tuin)**

# Kindergarten Unit

National Park Service

U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## George Washington Carver Classroom



A thematic unit on Environmental and Historic Awareness featuring:

Using maps and time lines

Making maps

Recreating the Tuskegee Historic Campus

Meets Alabama Curriculum Objectives for

Kindergarten







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# Kindergarten Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## George Washington Carver Classroom

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### TO THE TEACHER

Thank you for participating in the Tuskegee National Historic Site's education program. The program provides an interdisciplinary learning experience for students using the natural and cultural resources of the Site with Alabama curriculum objectives.

The theme of your program is "Environmental and Historic Awareness." Students will learn about the cultural resources of the Site by learning to use maps and timelines. The pre-visit activities included in this packet are specific to the theme of your program and should be presented prior to your visit. The Park Ranger conducts the on-site instruction with assistance in discussion and discipline by the teacher. The post-site activities are designed to reinforce and build upon the Site experience. Please feel free to contact the Site at (334) 727-3200 if you have any further questions.

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### CLASSROOM PARAMETERS

Target Class Size:	25-50 Kindergarten students
Curriculum areas:	Language Arts, Social Studies, and Math
Site:	George Washington Carver Museum
Learning Strategies:	Use listening skills to communicate with the Ranger. Communicate with the Ranger during questions and answer sessions. Measure room size in the George Washington Carver Classroom using body length. Learn map and globe skills by following maps, making maps, and giving directions from maps. Develop skills in the use of timelines.
Pre-Site:	Pre-site activities
On-Site:	9:00 a.m. to 12:00 p.m. (we are flexible). An introduction by Park Ranger. Students will lead the Ranger to the "Oaks" (home of Booker T. Washington) by using maps. Students will work with a timeline in the Carver classroom, and students will recreate a model of Tuskegee University's historic district.
Post-site:	Post-site activities, and evaluation.



# Kindergarten Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## George Washington Carver Classroom

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### LOGISTICAL INFORMATION Important Reminders for a Successful Program

Map:	A map of the classroom and surrounding area is included in this guide. If you need specific directions to the George Washington Museum, please contact the Site at (334) 727-3200 between the hours of 9:00 a.m. and 4:30 p.m. central standard time.
Where to meet:	All students, teachers, and chaperones will meet the Park Ranger at the bus parking area behind the "Oaks". The "Oaks" is located approximately 100 yards east of the main entrance across the street (Old Montgomery Road) from the campus. The students will be taken directly to the George Washington Carver Museum for a restroom break. The introduction will begin immediately afterwards.
Restrooms:	Restrooms are located in the George Washington Carver Museum. It is important that students use the restroom when arriving because the majority of the activities will be conducted at the "Oaks" where there are no restroom facilities.
Lunch:	Lunches will be kept on the bus for the duration of the program. Tuskegee National Historic Site has an outdoor area behind the "Oaks" available for schools who visit the site. The area has no restroom facilities, or tables at this time, but students may sit in the grass on good weather days. Teachers will need to discuss other alternatives in the case of adverse weather.
Weather Conditions:	Please remind students, the day before your Site visit, to wear appropriate footwear and clothing for a program that includes outdoor time. Flip flops and sandals are not recommended. Call the Division of Resource Education (334) 727-3200 if weather is a concern.
Discipline:	The teacher is responsible for discipline during the program. Please remind your chaperones that they will be expected to assist with this duty. Failure to maintain control and appropriate behavior of the participants may result in immediate expulsion and the termination of the program.
Chaperones:	The program is designed for a class of 50 students. The group will be divided in half. We require that a minimum of one teacher and/or chaperone be available for every eight students to maintain a positive and rewarding learning experience. Please share materials with the chaperones so that they may be prepared for the program and have the opportunity to interact with the students.
Safety:	Please review and be aware of safety concerns addressed in the pre-site lesson. Notify the Park Ranger of any special concerns or medical conditions.
Cancellations:	Should anything prevent you from keeping your appointment, please contact the Division of Resource Education at (334) 727-3200 to notify us of a late arrival or cancellation. Late arrivals may impact other scheduled groups and will result in an activity being cut from the program. Being more than 15 minutes late may result in rescheduling your entire program.



# Kindergarten Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## George Washington Carver Classroom

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### BACKGROUND INFORMATION Site Description

Nat'l Park Service:



The National Park Service is charged with the management and preservation of the nation's most precious natural and cultural resources. These resources are woven into our natural heritage, and they provide opportunities for recreation, appreciation of beauty, historical reflection, cultural enrichment, and environmental education.

The future vision of the service includes protection of Park resources; access and enjoyment for all people; education and interpretation to convey contributions of each Park unit and the Park system to the nation's values, character, and experience and continuing science, research, and resource management to effectively manage and protect Park resources.

Tuskegee Institute NHS:



Tuskegee National Historic Site is the location of one of America's first southern African-American industrial schools. The school's founder was Booker T. Washington, and his work at Tuskegee helped him to become one of the greatest African-American leaders of his time. Booker T. Washington hired George Washington Carver who also became an American icon because of his contributions he made in the field of scientific research.

Tuskegee was operated by African-Americans during an era of repression in the late 1800s, and it became a beacon of hope for African-Americans. The school successfully merged education and industry to sustain the campus and community, as well as provide goods and services for commercial markets. As a center of influence in developing leaders who impacted politics, economics, education, the military and arts and sciences, Tuskegee

also fosters the mission envisioned by Booker T. Washington. The University fosters the examples set by George Washington Carver, and other professors, to be a center for application-based research and social reform.

Tuskegee Industrial School, and now Tuskegee University, continues to play a significant role in the ascent of African-Americans into mainstream America. As the first principal of Tuskegee from 1881 through 1915, Booker T. Washington showcased his talents and provided a national stage for himself and other individuals associated with the institution.



## George Washington Carver Classroom

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### ALABAMA CURRICULUM CORRELATIONS Kindergarten

#### Language Arts Skills :

- Use words that describe and represent real-life objects and actions
- Use new vocabulary through stories and explicit instruction
- Demonstrate comprehension of passages heard by retelling stories and by answering questions.
- Demonstrate skills in recalling information
- Demonstrate skills listening to gain information by asking questions, discussing ideas, and relating events to daily life
- Demonstrate skills in identifying sequencing events

#### Social Studies Skills :

- Demonstrate initial map and globe skills
- Demonstrate initial ability to display information in graphic form
- Demonstrate skills in locating new information, and expressing an understanding of the new information in classroom projects
- Recall value of rules and social conformation
- Identify characters and events from history and demonstrate the effect of one person's behavior upon another
- Identify various environments
- Describe reasons for change in the environment
- Demonstrate the ability to construct models of physical structures in immediate environment
- Identify Park Rangers and their role in the community
- Recall important historic figures in American History

#### Mathematics Skills :

- Comparing numbers and sets of objects
- Using appropriate vocabulary associated with mathematics
- Describing relative location using positional terms
- Using vocabulary associated with measurements
- Measuring with non-standard units
- Measuring the passage of time



## GEORGE WASHINGTON CARVER CLASSROOM

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### INTRODUCTION Kindergarten

In this kindergarten curriculum guide, we will be discussing the theme of "Environmental and Historic Awareness." Using the historic setting of Tuskegee Institute National Historic Site, Students will gain knowledge of historic sequence and map skills. We will be focusing primarily the use of maps and timelines by using the lives of Booker T. Washington and George Washington Carver to demonstrate the skills to be explored.

In the Pre-Site lessons, students will begin to use skills in creating and understanding basic maps while they begin to practice studying their immediate environment. The pre-site lessons will assist the students in preparing for their visit to Tuskegee Institute National Historic Site by giving the needed background information and foundation knowledge. The curriculum-based education package is designed to lead students to an understanding of maps and timelines. Upon completion of this program, students will have a working knowledge of both maps and timelines and the purposes that these tools accomplish. This package is designed to allow the students use hands-on activities to demonstrate their understandings of the principles taught. Critical and analytical thinking is required on the part of the students. The students will form skills from hands on environmental awareness lessons. Students will make and use timelines and maps to learn of the Tuskegee Institute National Historic Site and its resources. This program is designed to make use of the Historic Site in such a way as to bring the history alive while conducting activities that make the history personal for the students.

In the On-Site lessons, students will create a timeline of the life of Booker T. Washington. They will discuss George Washington Carver's life. Students will discover maps by using them to explore the National Historic Site and its resources. These activities emphasize awareness of students immediate environment while allowing students to learn to use timeline and maps skills to discover the history of Tuskegee National Historic Site.

Finally, in the Post-Site lesson, students will demonstrate how their new skills will assist them in other areas of life. Students will use their map and timeline skills at school to demonstrate the need and purpose for both.

The Tuskegee Institute National Historic Site's Parks-as-Classroom program will strive to create a memorable experience for the students so that the lessons learned will be better retained. The post-site activities will allow teachers to evaluate and reinforce the lessons that were taught in the pre and on-site activities.

The Tuskegee Institute National Historic Site's Parks-as-Classroom program is a flexible system that will modify for improvement based on teacher evaluations and comments. Every package contains an evaluation form that should be filled out and returned to : Tuskegee Institute National Historic Site, Tuskegee, Alabama 36088



# Kindergarten Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## George Washington Carver Classroom

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### PRE-SITE LESSON Safety

Duration:	15-20 minutes
Location:	School classroom
Materials:	Teacher discussion sheet on safety (Next Page)
Thematic units:	Environmental and Historic awareness
Curriculum areas:	Social studies

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### INSTRUCTIONAL STRATEGIES

Learning objectives:	The students will be able to: 1) discuss three methods to keep them from getting lost; 2) identify the most important thing to do when lost; 3) discuss and identify three dangers on the fieldtrip and know how to avoid them.
Teacher task (set):	Discuss the safety sheet and dangers students may encounter in the park.
Teacher task (Overview):	Identify behavior that students should exhibit to reduce safety hazards.
Teacher task (instruction):	Discuss methods to keep from getting lost and identify the most important things to do if lost.
Student task:	Participate in discussion.
Teacher task (closure):	Summarize safety issues discussed during the lesson.
Student assessment:	Participate in discussion.
Challenge activities:	Create a list of clothes and shoes that are necessary to safely visit the Tuskegee National Historic Site.
Plans for re-teaching:	Post-visit summary and discussion.

# Kindergarten Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## George Washington Carver Classroom

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### PRE-SITE LESSON Safety Lesson-Teacher Discussion Sheet

Dangers on fieldtrips: Discuss staircases, crosswalks, staying as a group, navigating through rooms with low light, and possible weather conditions.

Avoid dangers by:

- Staying together as a group
- Not running or playing rough
- Watch where you put your hands and feet
- Understanding crosswalks
- Listening to instructions

Avoid getting lost by:

- Staying with a group
- Be aware of landmarks
- Understanding maps
- Letting others know where you are and when you will return

If you get lost: Stop, wait, stay calm, look at everything in your environment to see if you recognize any thing or anybody.

Words to the wise: The University is a museum where all things are protected by law. The University can be a busy place with many people so not paying attention can get you lost. There is a busy road with crosswalks, but people in cars can see adults and groups easier than they can see one small child.

Items for a safe visit:

#### **Necessary**

- Day pack
- Bottled water
- Lunch or snack
- Rain gear
- Good walking shoes

#### **Do not bring**

- Chewing gum
- Sandals, flip-flops, or other loose shoes
- Sharp objects
- Heavy or awkward items

# Kindergarten Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



George Washington Carver Classroom

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## PRE-SITE LESSON Environmental Awareness

Duration:	30-45 Minutes
Location:	School Classroom
Materials:	Activity sheets (Next Page), chalkboard, paper and crayons
Thematic unit:	Environmental and Historic awareness
Curriculum areas:	Language Arts, Social Studies, and Mathematics

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## INSTRUCTIONAL STRATEGIES

Learning Objectives:	The students will be able to: 1) locate themselves on a basic map, and describe the importance of using maps and graphs.
Teacher Task (set):	Introduce maps through the use of very simple maps and graphs.
Teacher task (overview):	Explain to students that they will be learning how maps work, and that they will be completing activities that will teach them how use maps.
Teacher task (introduction):	Use a chalk board to show students how a simple map works using the activity.
Student task:	Listen to instructions, and complete activities.
Teacher task (closure):	Follow instructions on the activities and explain to the students how they can find objects, and move from place to place using simple maps.
Student assessment:	Student's physical and oral participation in activity.
Challenge activities:	Have students draw their classroom.
Plan for re-teaching:	Have students recreate simple maps and draw directions from one place to another.





## George Washington Carver Classroom

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### **PRE-SITE LESSON** **Environmental Awareness Basic Map Lesson**

- About Maps: Discuss with students the use of maps. Explain how they help people get from one place to another, and keep people from getting lost.
- Class Map Activity: Draw five symbols on the chalkboard (examples: square, circle, triangle, rectangle, diamond, and a figure eight). Have a student stand in front of each symbol. Explain that each symbol represents a student (the square is Bobby, the circle is Lisa, etc.). Erase a symbol and draw it somewhere else. Ask the students which student should move and where he/she should move. Continue the activity by having students trade places and see if the class can re-arrange the symbols to match the students.
- Advanced activity: Draw a model of the classroom that shows the front doors and desks. Have the five students stand in different places in the room and see if the class can figure out where the symbols should be drawn on the model.
- Close the activity: Have the students tell how maps can keep you from getting lost. Help the students understand that maps can be of a small area like the classroom, a bigger area like the playground, or a really big area like a globe.

# Kindergarten Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## George Washington Carver Classroom

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### ON-SITE LESSON Recreate Tuskegee School

Duration:	10 minutes
Location:	George Washington Carver Classroom
Materials:	Table map of Tuskegee University, empty table, and wood blocks
Thematic Unit:	Environmental and Historic awareness
Curriculum areas:	Social Studies, Mathematics, and Language Art

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### INSTRUCTIONAL STRATEGIES

Learning Objectives:	The students will be able to: 1) recreate a map using symbols that represent buildings; 2) identify one symbol for each object they are representing; 3) follow directions so that the activity will be done effectively; 4) understand how creating models is helpful.
Teacher task (set):	Explain to students that they will be making a model of the historic buildings of Tuskegee University. Tell them that we want to make it look just like the Map.
Teacher task (overview):	Explain to the students that the first students of Tuskegee Industrial School had to build their own school, and that they have to work as a team just as the first students had to.
Student task (instruction):	Have the students use the blocks and the empty table to recreate the table map of the historic district Tuskegee University.
Student task:	Follow instructions and work as a team. They should to place a block on the empty table for every building painted on the table map. They will to make the empty table look as close to the table map as they can.
Teacher task (closure):	Allow the students to work together with little supervision. If they argue about where a building goes, have them discuss it as a team. When the activity is complete, explain to them what they did correct, and tell them what might have made the map better.
Student assessment:	Participation in the activity and follow up discussion.
Challenge activities:	Have students make a model of their classroom when back at school.
Plans for re-teaching:	Post-visit summary and discussion.

# Kindergarten Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## George Washington Carver Classroom

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### ON-SITE LESSON Treasure Map

Duration:	20 minutes
Location:	George Washington Carver Classroom
Materials:	Picture maps
Thematic Unit:	Environmental and historic awareness
Curriculum areas:	Social Studies and Language Arts

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### INSTRUCTIONAL STRATEGIES

Learning objectives:	The students will be able to: 1) Use a basic map and directions to locate identified locations; 2) explain the how a map works.
Teacher task (set):	Explain and demonstrate how a map works using example maps.
Teacher task (overview):	Explain to students that everything is done in a place. Explain to students that maps are used to get people from one location to another.
Teacher task (instruction):	After demonstrating the map using example maps, tell the students that they will be using a treasure map of Tuskegee University to locate a treasure.
Student task:	Students will use a map to find their way from the George Washington Carver museum to the "Oaks" (the home of Booker T. Washington).
Teacher task (closure):	After the students complete the map activity, tell them what they did correct. Explain to the students why it would be difficult to find things without the use of maps.
Student assessment:	Participation in the activity and post activity discussion.
Challenge activities:	Have students create maps at school that show where different locations are at the school.
Plans for re-teaching:	Post-site summary and discussion.



# Parks-As-Classroom

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



1. Start in front of the George Washington Carver Museum



2. Go to the starcase



3. Go up the starcase and turn left on the sidewalk next to the road.

4. Walk between these buildings.



5. Cross the road and walk up these steps toward the monument.



6. Turn left in front of the monument.

7. Turn right on the sidewalk and walk through the gate. Stop at the gate and make sure your group is together.



8. After you are out the gate, turn right on the sidewalk next to the road. Walk until you come to the crosswalk. Have the adult help you cross the street.



9. After you cross the street, turn right and walk past this sign. Stay on the sidewalk.



10. Walk on the sidewalk until you get to the starcase. Walk up the starcase, cross the sidewalk to the front steps, and walk up the steps to the poarch of Booker T. Washington's Home.



# Kindergarten Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## George Washington Carver Classroom

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### ON-SITE LESSON Tuskegee Timeline

Duration:	10 minutes
Location:	George Washington Carver Classroom
Materials:	Clothesline, pictures, and close pins
Thematic Unit:	Environmental and historic awareness
Curriculum areas:	Social Studies and Language Arts

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### INSTRUCTIONAL STRATEGIES

Learning objectives:	The students will be able to: 1) list the sequence of events that took place in Booker T. Washington's life; 2) explain the how a timeline works.
Teacher task (set):	Explain and demonstrate how a time line works using example pictures.
Teacher task (overview):	Explain to students that everything is done in time. Explain to students that time cannot be skipped because everything is completed in sequence.
Teacher task (instruction):	After demonstrating the time line using example pictures, tell the students that they will be making a timeline for Tuskegee University.
Student task:	Students will create a timeline using the sequential pictures of the University's creation.
Teacher task (closure):	After the students complete the timeline, tell them what they did correct. Explain to the students why it would be impossible for events not have occurred out of sequence.
Student assessment:	Participation in the activity and post activity discussion.
Challenge activities:	Have students create time lines at school that depict events in history.
Plans for re-teaching:	Post-site summary and discussion.

# Kindergarten Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## George Washington Carver Classroom

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### POST-SITE LESSONS Challenge Activities

Overview:	History is a time that has already happened. The field trip to Tuskegee is now history. It is important to learn lessons from history so that we can continue to do things correctly, or learn what we can do better. History is learning what people have done, where people have been, and how people have got to where they are today. Maps are a tool that tells people where they are, a tool to see where people have been, and a tool to help people get where they want to go.
Student task:	Students will make maps of places they are familiar with like their bedroom, neighborhood, or their school. Students will make timelines of events that they study in class, or of family events.
Social Studies:	<p>Have the teacher tell the story of the student's school history. Who was the first principal? Where did the first principal come from? When was the school built? When did the students start school?</p> <p>Have students look on maps to see where the principal came from and where the school is. Have students build a time line of their school.</p>
Language Arts:	Have students give directions from their class to the front door of the school. Have students give directions that they should use to get outside in a fire drill.
Visual Arts:	Have student try to remember where things are located in and around their school. What landmarks are there to help them find their way?
Mathematics:	Have students make a model of the school's playground. Have them place one object to symbolize each item found in the playground.

# Kindergarten Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## George Washington Carver Classroom

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### VOCABULARY

Environment:	All of your surroundings. This includes plants, animals, and people (living things) and the air, water, rocks, buildings, and roads (things that are not living)
Historic Structure:	A building with significant history, making it worth protecting for people to visit and learn about
National Park:	An area of land protected by the government for the enjoyment of citizens. This area also includes plants, animals, streams and historic buildings
Park Ranger:	Someone who is responsible for protecting everything in a National Park
Observation:	Carefully viewing something to notice details
Protecting:	To keep something from being hurt

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### SUGGESTED READING:

"A Picture Book of George Washington Carver"  
By David A Adler

George Washington Carver What Do You See?  
By Janet Geoff Bengé

"Booker T. Washington"  
By Thomas Amper





## Tuskegee Institute NHS Parks-As-Classroom

We are glad you had the opportunity to participate in the education program at Tuskegee National Historic Site. Please help us continue to improve and develop this program by taking a few minutes to complete this form. We know how valuable your classroom time is, and we want to insure our curriculum and programs are serving your needs. Thank you for your time. Please return to Tuskegee National Historic Site, Division of Resource Education, 1212 West Montgomery Road, Tuskegee, AL 36088.

Name of School: \_\_\_\_\_

Address: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Program Title: \_\_\_\_\_ Date of Visit: \_\_\_\_\_

Name of Ranger(s): \_\_\_\_\_

How did you learn about this program? \_\_\_\_\_

Was the reservation system convenient? \_\_\_\_\_ Yes \_\_\_\_\_ No

Did you have everything you needed to prepare for the Trip? \_\_\_\_\_ Yes \_\_\_\_\_ No

Suggestions: \_\_\_\_\_

How did you prepare for the visit? \_\_\_\_\_

Please comment on the strengths and weaknesses of the program/presenter and any methods/materials utilized.

What was the best part of the educational experience? \_\_\_\_\_

Please circle your response to the following questions:

1 (high/agree) 2 (medium/okay) 3 (low/disagree)

Overall Evaluation

Usefulness from curriculum standpoint: 1 2 3

Quality: 1 2 3

Interest level of students: 1 2 3

Age Appropriate: 1 2 3

Program:

Relevant to curriculum: 1 2 3

Suitable for class size: 1 2 3

Appropriate Length: 1 2 3

Content for age group: 1 2 3

Use program in future: 1 2 3

Ranger effectiveness: 1 2 3



## The Oaks Classroom



A thematic unit on Order featuring:

Characteristics of plants and animals  
Classifying plants and animals  
Organisms and environments

Meets Alabama Curriculum Objectives for

1st GRADE





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# 1st Grade Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## The Oaks Classroom

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### TO THE TEACHER

Thank you for participating in the Tuskegee National Historic Site education program. The program provides an interdisciplinary learning experience for students on the natural and cultural resources of the Site with Alabama curriculum objectives.

The theme of your program is "Order." Students will learn about the cultural resources of the Site by learning about habitats. The pre-visit activities included in this packet are specific to the theme of your program. It is imperative to the success of your program that the pre visit activities be presented prior to your visit. The Park Ranger conducts the on-site instruction with assistance in discussion and discipline by the teacher. The post-site activities are designed to reinforce and build upon the Site experience. Please feel free to contact the Site at (334) 727-3200 if you have any further questions.

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### CLASSROOM PARAMETERS

Target Class Size: 30-60 First Grade students

Curriculum areas: Language Arts, Social Studies, and Science

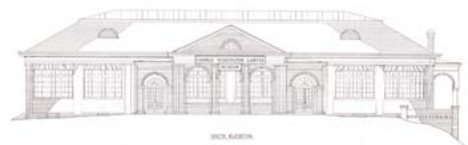
Site: The "Oaks" (Home site of Booker T. Washington)

Learning Strategies: Sensory experience with animal skins and skulls, an outdoor exploration of various animal and insect habitats, an indoor tour to compare and contrast human habitats.

Pre-Site: Pre-site activities

On-Site: 10:00 a.m. to 1:00 p.m. (we are flexible). An introduction by Park Ranger. Rangers will lead a show-and-tell activity using animal furs, animal skulls, and puppets. Break for lunch. Picture tour of the "Oaks" (home of Booker T. Washington) to compare and contrast human habitats with those of animals and insects. An activity on plant characteristics at the "Oaks" outdoor classroom

Post-site: Post-site activities, and evaluation.







## The Oaks Classroom

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### LOGISTICAL INFORMATION

#### Important Reminders for a Successful Program

Map:	A map of the classroom and surrounding area is included in this guide. If you need specific directions to the George Washington Museum, please contact the Site at (334) 727-3200.
Where to meet:	All students, teachers, and chaperones will meet the Park Ranger at the bus parking area behind the "Oaks". The "Oaks" is located approximately 100 yards east of the main entrance across the street (Old Montgomery Road) from the campus. The students will be taken directly to the George Washington Carver Museum for a restroom break. The introduction will begin after returning to the "Oaks" following the restroom break.
Restrooms:	Restrooms are located in the George Washington Carver Museum. It is important that students use the restroom when arriving because the activities will be conducted at the "Oaks" where there are no restroom facilities.
Lunch:	Lunches will be kept on the bus for the duration of the program. Tuskegee National Historic Site's Parks as Classroom department has an outdoor area behind the "Oaks" available for schools who visit the site. The area has no restroom facilities, or tables at this time, but students may sit in the grass on good weather days. Teachers will need to discuss other alternatives in the case of adverse weather.
Weather Conditions:	Please remind students, the day before your Site visit, to wear appropriate footwear and clothing for a program that includes outdoor time. Flip flops and sandals are not recommended. Temperatures and weather may be unpredictable. Call the Division of Resource Education (334) 727-3200 if weather is a concern.
Discipline:	The teacher is responsible for discipline during the program. Please remind your chaperones that they will be expected to assist with this duty.
Chaperones:	The program is designed for a class of 60 students. The group will be divided in half. We require that a minimum of one teacher and/or chaperone be available for every eight students to maintain a positive and rewarding learning experience. Please share materials with the chaperones so that they may be prepared for the program and have the opportunity to interact with the students.
Safety:	Please review and be aware of safety concerns addressed in the pre-site lesson. Notify the Park Ranger of any special concerns or medical conditions.
Cancellations:	Should anything unforeseen occur preventing you from keeping your appointment, please contact the Division of Resource Education at (334) 727-3200 to notify us of your late arrival or cancellation. Late arrivals may impact other scheduled groups and will result in an activity being cut from the program. Being more than 15 minutes late may result in your forfeiting your entire program.

# 1st Grade Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## The Oaks Classroom

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### BACKGROUND INFORMATION Site Description

Nat'l Park Service:



The National Park Service is charged with the management and preservation of the nation's most precious natural and cultural resources. These resources are woven into our natural heritage, and they provide opportunities for recreation, appreciation of beauty, historical reflection, cultural enrichment, and environmental education.

The future vision of the service includes protection of Park resources; access and enjoyment for all people; education and interpretation to convey contributions of each Park unit and the Park system to the nation's values, character, and experience; continuing science, research, and resource management to manage and protect Park resources.

Tuskegee Institute NHS:



Tuskegee National Historic Site is the location one of America's first southern African-American industrial school. The school's founder was Booker T. Washington, and his work at Tuskegee helped him to become one of the greatest African-American leaders of his time. Booker T. Washington hired George Washington Carver who also became an American icon.

Tuskegee was operated by African-Americans during an era of repression in the late 1800s, and it became a beacon of hope for African-Americans. The school successfully merged education and industry to sustain the campus and community, as well as provide goods and services for commercial markets. Tuskegee University continues to foster the mission envisioned by Booker T. Washington as a center of influence in developing leaders who impact politics, economics, education, the military and arts and sciences. The University continues to foster the examples set by George Washington Carver, and other professors, for be a center for application-based research and social research.

Tuskegee Industrial School, and now Tuskegee University, played and continues to play a significant role in the ascent of African-Americans into mainstream America. As the first principal of Tuskegee from 1881 through 1915, Booker T. Washington showcased his talents and provided a national stage for himself and other individuals associated with the institution.



## The Oaks Classroom

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### ALABAMA CURRICULUM CORRELATIONS First Grade

#### Language Arts skills to be explored:

- Use words that describe and represent real-life objects and actions
- Use new words through stories and explicit instruction
- Demonstrate extended comprehension of passages heard by retelling stories and by answering questions.
- Use skills in recalling information
- Use skills in asking questions, discussing ideas, and relating events to daily life

#### Social Studies skills to be explored:

- Demonstrate initial ability to display information in graphic form
- Demonstrate skills in locating new information and expressing understanding of the new information in classroom projects
- Show awareness of rules
- Demonstrate increased awareness of various environments
- Explain reasons for change in the environment
- Demonstrate the ability to construct models of physical structures in immediate environment
- Demonstrate an awareness of government, and identify Park Rangers and their role in the community
- Relate land use in their locality to physical features of the land
- List environmental problems in local communities
- List ways that personal actions benefit or harm the local environment

#### Science skills to be explored:

- Identify questions that can be answered through scientific investigations
- Demonstrate the ability to perform safe and appropriate manipulation of materials.
- Use appropriate skills to design and conduct a scientific investigation
- Use vocabulary associated with science.
- Discuss the impact of society on human health and environmental conditions.
- Discuss the relationship among science, technology, and society.

# 1st Grade Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## GEORGE WASHINGTON CARVER CLASSROOM

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### INTRODUCTION First Grade

The Tuskegee Institute National Historic Site's first grade unit is designed to lead first grade students to the discovery of animal orders. Tuskegee Institute National Historic Site's Parks-as-Classroom will use the school's history to relate to students why it is important to understand animal orders. Historically, Tuskegee Institute supplied its own food by raising crops as well as live stock, and today the University still teaches Agriculture and Animal Science. During Tuskegee's early development, the understanding of livestock and animal science was important because the school was able to meet its own needs through the raising of livestock. Tuskegee was able to produce its own dairy products, meat, and poultry as well as its own crops. The understanding of animal science was necessary to the school's self-sufficiency.

Using the link between the school's work with livestock and animal orders, the Parks-as-Classroom program will use hands on techniques to show students the similarities and differences of different animal groups. After learning of animal characteristics, Rangers will link the animals to their habitats while explaining how the characteristics fit the habitats. Using Booker T. Washington's home will allow students to compare and contrast human habitats to those of animals. Rangers will build on the pre-site information so it is important that teachers cover the pre-visit information.

The first grade pre-visit activities introduce the students to six animal groups, some new vocabulary, and safety preparation for the visit. Rangers will use the on-site activities to build upon the students' understanding of animal orders, habitats, and the history of Tuskegee Institute National Historic Site. On-site activities will use the site's resources to demonstrate the lessons learned with hands-on minds-on methods.

The Tuskegee Institute National Historic Site's Parks-as-Classroom program will strive to create a memorable experience for the students so that the lessons learned will be better retained. The post-site activities will allow teachers to evaluate and reinforce the lessons that were taught in the pre and on-site activities.

The Tuskegee Institute National Historic Site's Parks-as-Classroom program is a flexible system that will modify for improvement based on teacher evaluations and comments. Every package contains an evaluation form that should be filled out and returned to 1212 Old Montgomery Road Tuskegee Institute, Alabama 36088.



# 1st Grade Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## The Oaks Classroom

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### PRE-SITE LESSON Order

Duration:	30-45 Minutes
Location:	School Classroom
Materials:	Color sheets, and response cards
Thematic unit:	Order
Curriculum areas:	Language Arts, Social Studies, and Science

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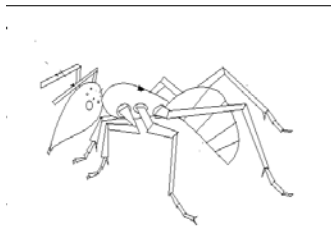
### INSTRUCTIONAL STRATEGIES

Learning Objectives:	The students will be able to: 1) list the basic survival needs for living organisms; 2) define habitat.
Teacher Task (set):	Read an animal book to the students. Suggested: The Very Hungry Caterpillar or The Mixed-up Chameleon by Eric Carle.
Teacher task (overview):	Soon we will be visiting Tuskegee National Historic Site. Before the school was built, all the area there was farmland. After the school was built, the school taught Agriculture (farming) as one of its classes. We are going to this school to learn the basic needs of plants and animals.
Teacher task (introduction):	Use the activity sheet on the next page to explain to students the differences in animals. Read the description of the group next to the pictures. Discuss skin covering, locomotion, and habitat. Discuss needs that are common to all animals (water, food, air, shelter). Have students match the animals with the descriptions.
Student task:	Listen to instructions, and complete activities.
Teacher task (closure):	Discussion
Student assessment:	Student's physical and oral participation in activity.

# 1st Grade Unit

National Park Service  
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**Warm-blooded animals** regulate their own body temperatures; their bodies use energy to maintain a constant temperature.

**Cold-blooded animals** depend on their surroundings to establish their body temperatures. They breathe through gills, live in water, and lay eggs.

**Fish** breathe through gills, and live in water; most are cold-blooded and lay eggs.

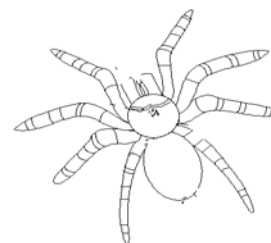
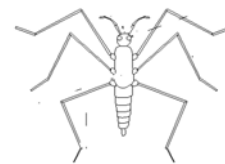
**Amphibians** are cold-blooded and live both on land (breathing with lungs) and in water (breathing through gills) at different times. Three types of amphibians are frogs, toads, and salamanders.

**Reptiles** are cold-blooded and breathe with lungs. They have scales, and most lay eggs. Reptiles include snakes, turtles, tortoises, crocodiles, alligators, and lizards.

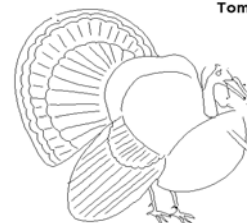
**Birds** are warm-blooded animals with feathers and wings. They lay eggs, and most can fly although many, including penguins and ostriches, cannot.

**Mammals** are warm-blooded, and are nourished by their mothers' milk; most are born live and have body hair or fur.

**Insects** have three parts to their bodies, they are invertebrates, and they have Antennas. Insects lay eggs.



Tom Turkey



# 1st Grade Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## The Oaks Classroom

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### PRE-SITE LESSON Safety

Duration:	15-20 minutes
Location:	School classroom
Materials:	Teacher discussion sheet on safety
Thematic units:	Order
Curriculum areas:	Social studies

---

### INSTRUCTIONAL STRATEGIES

Learning objectives:	The students will be able to: 1) discuss three methods to keep them from getting lost; 2) identify the most important thing to do when lost; 3) discuss and identify three dangers on the field trip and know how to avoid them.
Teacher task (set):	Discuss the safety sheet (next Page) and dangers students may encounter in the park.
Teacher task (Overview):	Identify behavior that students should exhibit to reduce safety hazards.
Teacher task (instruction):	Discuss methods to keep from getting lost and identify the most important things to do if lost.
Student task:	Participate in discussion.
Teacher task (closure):	Summarize safety issues discussed during the lesson.
Student assessment:	Participate in discussion.
Challenge activities:	Create a list of items that are necessary to safely visit the Tuskegee National Historic Site.
Plans for re-teaching:	Post-visit summary and discussion.



## The Oaks Classroom

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### PRE-SITE LESSON Safety Lesson-Teacher Discussion Sheet

Dangers on fieldtrips: Discuss staircases, crosswalks, staying as a group, navigating through rooms with low light, and possible weather conditions.

Avoid dangers by:

- Staying together as a group
- Not running or playing rough
- Watch where you put your hands and feet
- Understanding crosswalks
- Listening to instructions

Avoid getting lost by:

- Staying with a group
- Be aware of landmarks
- Understanding maps
- Letting others know where you are and when you will return

If you get lost: Stop, wait, stay calm, and look at everything in your environment to see if you recognize anything or anybody. Stay where you are and wait for someone you recognize or someone in uniform like a policeman, Park Ranger, or Fireman.

Words to the wise: The University is a museum where all things are protected by law. The University can be a busy place with many people so not paying attention can get you lost. There is a busy road with crosswalks, but people in cars can see adults and groups easier than they can see one small child.

#### Items for a safe visit:

##### Necessary

- Day pack
- Bottled water
- Lunch or snack
- Rain gear
- Good walking shoes

##### Do not bring

- Chewing gum
- Sandals, flip-flops, or other loose shoes
- Sharp objects
- Heavy or awkward items



# 1st Grade Unit

National Park Service

U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## The Oaks Classroom

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### ON-SITE LESSON Show and Tell

Duration:	45 minutes
Location:	Outdoor Classroom behind the "Oaks"
Materials:	Animal furs, insect puppets, animal pictures, and animal skulls
Thematic Unit:	Order
Curriculum areas:	Science, and Language Arts

---

### INSTRUCTIONAL STRATEGIES

Learning Objectives:	The students will be able to: 1) identify that animals belong to different groups; 2) name different physical characteristics of animals; 3) understand how animals behave; 4) describe the difference between wild and domestic animals.
Teacher task (set):	Explain to the students that they will be learning about different animal groups and their characteristics. They will be discussing and acting out how these groups behave.
Teacher task (overview):	Discuss the differences between different animal groups.
Teacher task (instruction):	Have students listen and respond throughout the activity.
Student assessment:	Participation in activity and discussion.
Challenge activities:	Have students list what they remember from each animal that was shown and how each animal behaves.
Plans for re-teaching:	Post-site summary and discussion.

# 1st Grade Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## The Oaks Classroom

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### ON-SITE LESSON Habitat Search

Duration:	30 minutes
Location:	Outdoor Classroom behind the "Oaks"
Materials:	Matching activity paper, clip boards, and crayons
Thematic Unit:	Order
Curriculum areas:	Science, Social Studies and Language Art

---

### INSTRUCTIONAL STRATEGIES

Learning Objectives:	The students will be able to: 1) list four characteristics of every habitat; 2) identify three habitats that belong to wild animals; 3) explain why it is important for those who keep domestic animals to understand an animal's habitat needs.
Teacher task (set):	Explain to students that they will be locating animal habitats. They will match habitats with animals that use them.
Teacher task (overview):	Explain to the students that every living organism has a habitat in which it must live. A habitat will always have the basic needs of food, shelter, water, and space. Different organisms need different amounts, and types, of the basic needs in their habitat.
Student task (instruction):	Explain to the students that Booker T. Washington kept chickens and a horse in the area that they are now standing, and that the university taught agriculture which involved the care of domestic animals. These animals needed the same basic needs. Show the students a habitat in the back yard of the "Oaks", and explain what animals could live in the habitat and why.
Student task:	Follow instructions and work as a team. Students will locate a habitat and explain what kind of creature could live there.
Teacher task (closure):	Allow the students to work together with little supervision. Allow them the time to locate habitats and explain what animals could live in them. Have them match the animals on the activity sheet to the habitat in which they would live.

# 1st Grade Unit

National Park Service

U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## The Oaks Classroom

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### ON-SITE LESSON Human Habitat

Duration:	30 minutes
Location:	The "Oaks" Classroom
Materials:	Tour the rooms of the "Oaks"
Thematic Unit:	Order
Curriculum areas:	Social Studies and Language Arts

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### INSTRUCTIONAL STRATEGIES

Learning objectives:	The students will be able to: 1) list the basic needs of all living organisms; 2) tell how houses are similar and different to habitats used by other living creatures.
Teacher task (set):	Tour the "Oaks" giving examples of the basic needs of humans. Compare the habitats of humans to those of other creatures.
Teacher task (overview):	Explain to students that humans are like other living creatures and require the same basic needs. Have the students look for the basic needs in the "Oaks".
Teacher task (instruction):	Compare and contrast human habitats with those of animals.
Student task:	Make a list of things that they see in the "Oaks" that provided the basic needs to the Washington family, and compare them to how other living organisms get their basic needs.
Teacher task (closure):	Use student examples of what they find in the house that provide for the basic needs, and have them compare these facilities to those which other organisms live.
Student assessment:	Participation in the activity and post activity discussion.



## The Oaks Classroom

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### POST-SITE LESSONS Challenge Activities

Overview:	<p>A habitat is a home for living organisms. Living organisms need food, shelter, water, and space in their habitats. Humans build their homes to provide the basic needs in a convenient way. Other creatures modify their habitat to supply the basic needs too. Booker T. Washington built a home for himself that supplied all of the basic needs. Booker T. Washington and Tuskegee Institute kept animals and they had to assure that the animals had all of the basic needs. Students at Tuskegee learned to grow plants by supplying the basic needs required by the plants they grew.</p>
Student task:	<p>Have students draw their houses and list how their houses give them their basic needs. Have students compare how they obtain their basic needs to that of the ways basic needs were obtained 100 years ago, and 200 years ago.</p>
Social Studies:	<p>Discuss with students how technology has made obtaining our basic needs easier. Have Students compare and contrast the way humans get their basic needs today as opposed to different periods in history.</p>
Science:	<p>Have students find pictures of different types of animals. Have them identify what group each animal comes from. Have students paste the animal picture on construction paper and draw the animal's habitat around the animal.</p> <p>Have students draw a peanut plant. The students should identify the different parts of the plant and list how each part of the plant helps them obtain its basic needs.</p>
Language Arts:	<p>Have students give examples that define habitat, environment, insects, vertebrates, birds, reptiles, amphibians, mammals, and fish.</p>

# 1st Grade Unit

National Park Service

U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## The Oaks Classroom

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### VOCABULARY

Environment:	All of your surroundings. This includes plants, animals, and people (living things) and the air, water, rocks, buildings, and roads (things that are not living)
Habitat:	The environment in which a plant or animal lives
National Park:	An area of land protected by the government for the enjoyment of citizens. This area also includes plants, animals, streams and historic buildings
Vertebrates:	Creatures with backbones
Insects:	Small creates with 6 legs, 3 body parts that are segmented, usually have 2 pair of wings
Birds:	Warm blooded animals that are feathered vertebrates. All birds have wings, but some can not fly. They have bills or beaks and reproduce by laying eggs
Reptiles:	Cold-blooded animals (do not generate enough internal heat to keep them warm) that are vertebrates with scaly skin. Most reptiles lay eggs.
Amphibians:	Amphibians have soft and slippery skin and spend most of their time in and around water to keep their skin moist. The lay soft jelly like eggs in and around water.
Mammals:	Warm blooded animals with fur or hair that are vertebrates who give birth to live young.
Fish:	Vertebrates with gills instead of lungs. Fish can breath in water, they are cold blooded and reproduce by laying eggs.

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### SUGGESTED REFERENCES

The Very Hungry Caterpillar  
by Eric Carle

The Mixed-up Chameleon  
by Eric Carle.

# 1st Grade Unit

National Park Service

U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## Tuskegee Institute NHS Parks-As-Classroom

We are glad you had the opportunity to participate in the education program at Tuskegee National Historic Site. Please help us continue to improve and develop this program by taking a few minutes to complete this form. We know how valuable your classroom time is, and we want to insure our curriculum and programs are serving your needs. Thank you for your time. Please return to Tuskegee National Historic Site, Division of Resource Education, 1212 West Montgomery Road, Tuskegee, AL 36088.

Name of School: \_\_\_\_\_

Address: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Program Title: \_\_\_\_\_ Date of Visit: \_\_\_\_\_

Name of Ranger(s): \_\_\_\_\_

How did you learn about this program? \_\_\_\_\_

Was the reservation system convenient? \_\_\_\_\_ Yes \_\_\_\_\_ No

Did you have everything you needed to prepare for the Trip? \_\_\_\_\_ Yes \_\_\_\_\_ No

Suggestions: \_\_\_\_\_

How did you prepare for the visit? \_\_\_\_\_

Please comment on the strengths and weaknesses of the program/presenter and any methods/materials utilized.

What was the best part of the educational experience? \_\_\_\_\_

Please circle your response to the following questions:

1 (high/agree) 2 (medium/okay) 3 (low/disagree)

Overall Evaluation

Usefulness from curriculum standpoint: 1 2 3

Quality: 1 2 3

Interest level of students: 1 2 3

Age Appropriate: 1 2 3

Program:

Relevant to curriculum: 1 2 3

Suitable for class size: 1 2 3

Appropriate Length: 1 2 3

Content for age group: 1 2 3

Use program in future: 1 2 3

Ranger effectiveness: 1 2 3





### The George W. Carver Classroom



A thematic unit on Plant Reproduction featuring:

Plant structures and their functions  
Life cycle of plants

Meets Alabama Curriculum Objectives for

2nd GRADE





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# 2nd Grade Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## The George W. Carver Classroom

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### TO THE TEACHER

Thank you for participating in the Tuskegee National Historic Site education program. The program provides an interdisciplinary learning experience for students on the natural and cultural resources of the Site with Alabama curriculum objectives.

The theme of your program is "Plant Reproduction." Students will learn about the cultural and natural resources of the Site by learning how the peanut helped the farmer save his crops and the many uses of the peanut for human consumption. The pre-visit activities included in this packet are specific for the theme of your program and should be presented prior to your visit. The Park Ranger conducts the on-site instruction with assistance in discussion and discipline by the teacher. The post-site activities are designed to reinforce and build upon the Site experience. Please feel free to contact the Site at (334) 727-3200 if you have any further questions.

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### CLASSROOM PARAMATERS

Target Class Size:	25 Second Grade students
Curriculum areas:	Science and Language Arts
Site:	The George W. Carver Museum
Learning Strategies:	Use listening skills to communicate with Ranger, especially during the question and answer sessions. Students will be able to explain the impact that the peanut had on the environment and human consumption.
Pre-Site:	Pre-site activities
On-Site:	9:00 a.m. to 12:00 p.m. (we are flexible). An introduction by Park Ranger. Rangers will lead a scavenger hunt using hand-outs, pencils, and/or crayons. Break for lunch. Tour the Museum to discuss products made from the peanut. An activity on plant organism in the educational classroom inside the George W. Carver Museum.
Post-site:	Post-site activities, and evaluation.



# 2nd Grade Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## George Washington Carver Classroom

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### LOGISTICAL INFORMATION Important Reminders for a Successful Program

Map:	A map of the classroom and surrounding area is included in this guide. If you need specific directions to the George Washington Museum, please contact the Site at (334) 727-3200.
Where to meet:	All students, teachers, and chaperones will meet the Park Ranger at the bus parking area behind the "Oaks". The "Oaks" is located approximately 100 yards east of the main entrance across the street (Old Montgomery Road) from the campus. The students will be taken directly to the George Washington Carver Museum for a restroom break. The introduction will begin after returning to the "Oaks" following the restroom break.
Restrooms:	Restrooms are located in the George Washington Carver Museum. It is important that students use the restroom when arriving because the activities will be conducted at the "Oaks" where there are no restroom facilities.
Lunch:	Lunches will be kept on the bus for the duration of the program. Tuskegee National Historic Site's Parks as Classroom department has an outdoor area behind the "Oaks" available for schools who visit the site. The area has no restroom facilities, or tables at this time, but students may sit in the grass on good weather days. Teachers will need to discuss other alternatives in the case of adverse weather.
Weather Conditions:	Please remind students, the day before your Site visit, to wear appropriate footwear and clothing for a program that includes some outdoor time. Flip flops and sandals are not recommended. Temperatures and weather may be unpredictable. Call the Division of Resource Education (334) 727-3200 if weather is a concern.
Discipline:	The teacher is responsible for discipline during the program. Please remind your chaperones that they will be expected to assist with this duty.
Chaperones:	The program is designed for a class of 60 students. The group will be divided in half. We require that a minimum of one teacher and/or chaperone be available for every eight students to maintain a positive and rewarding learning experience. Please share materials with the chaperones so that they may be prepared for the program and have the opportunity to interact with the students.
Safety:	Please review and be aware of safety concerns addressed in the pre-site lesson. Notify the Park Ranger of any special concerns or medical conditions.
Cancellations:	Should anything unforeseen occur preventing you from keeping your appointment, please contact the Division of Resource Education at (334) 727-3200 to notify us of your late arrival or cancellation. Late arrivals may impact other scheduled groups so being more than 10 minutes late will result in an activity being cut from the program. Being more than 15 minutes late may result in your forfeiting your entire program.



## George Washington Carver Classroom

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### BACKGROUND INFORMATION Site Description

Nat'l Park Service:



The National Park Service is charged with the management and preservation of the nation's most precious natural and cultural resources. These resources are woven into our natural heritage, and they provide opportunities for recreation, appreciation of beauty, historical reflection, cultural enrichment, and environmental education.

The future vision of the service includes protection of Park resources; access and enjoyment for all people; education and interpretation to convey contributions of each Park unit and the Park system to the nation's values, character, and experience; continuing science, research, and resource management to manage and protect Park resources.

Tuskegee NHS:



Tuskegee National Historic Site is the location of one of America's first southern African-American industrial school. The school's founder was Booker T. Washington, and his work at Tuskegee helped him to become one of the greatest African-American leaders of his time. Booker T. Washington hired George Washington Carver who also became an American icon.

Tuskegee was operated by African-Americans during an era of repression in the late 1800s, and it became a beacon of hope for African-Americans. The school successfully merged education and industry to sustain the campus and community, as well as provide goods and services for commercial markets. Tuskegee University continues to foster the mission envisioned by Booker T. Washington as a center of influence in developing leaders who impact politics, economics, education, the military and arts and sciences. The University continues to foster the examples set by George Washington Carver, and other professors, for be a center for application-based research and social research.

Tuskegee Industrial School, and now Tuskegee University, played and continues to play a significant role in the ascent of African-Americans into mainstream America. As the first principal of Tuskegee from 1881 through 1915, Booker T. Washington showcased his talents and provided a national stage for himself and other individuals associated with the institution.

# 2nd Grade Unit

National Park Service  
U.S. Department of the Interior

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George W. Carver Classroom

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## ALABAMA CURRICULUM CORRELATIONS Second Grade

Language Arts Skills to be explored:

- Learn new words through stories and explicit instruction
- Extend comprehension of passages heard by retelling stories and answering questions.
- Extend skills in recalling information
- Extend skills in asking questions, discussing ideas, and relating events to daily life

Social Studies skills to be explored:

- Develop awareness of geographic concepts related to the food industry
- Develop an understanding of environmental problems in local communities
- Extend awareness of rules
- Extend awareness of the reasons for change in the environment
- Develop an awareness of government, and Identify Park Rangers and their role in the community
- Relate land use in their locality to physical features of the land
- Develop an awareness of the ways that personal actions benefit or harm the local environment

Science Skills to be explored:

- Identify questions that can be answered through scientific investigations
- Demonstrate the ability to perform safe and appropriate manipulation of materials.
- Develop appropriate skills to design and conduct a scientific investigation
- Develop skill in using vocabulary associated with science
- Recognize the impact of society on human health and environmental conditions.
- Recognize the relationship among science, technology, and society





## The George W. Carver Classroom

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### INTRODUCTION

The Tuskegee Institute National Historic Site's 2nd grade unit is designed to lead 2nd grade students in the discovery of plant structure. Tuskegee Institute National Historic Site's Parks-as-Classroom will use the school's history to relate to students why it is important to understand plant structure, particularly the peanut. Historically, Dr. George W. Carver used peanut because of its easy cultivation and soil-building properties. It also provided a much needed source of protein because meat was a luxury beyond the economic reach of the impoverished sharecroppers.

The unit will be discussing the theme of "Plant Reproduction." Students will gain a better understanding of how the peanut helped the farmer through agriculture. We will be focusing on plant structures and its life cycles.

In the Pre-Site lessons, students will grow a peanut plant, and name the different parts of the plant. The peanut plant will be a major focus of this section. It will allow the students to understand the significance of reproduction from a tiny seed.

In the On-Site lessons, students will play a game entitled "Scavenger Hunt." This hunt will allow the students to become familiar with the George W. Carver Museum and discover the different products made from the peanut. Students will also participate in a challenging game in matching wit, smarts, and memorization skills. These activities will emphasize the importance of the theme of "Plant Reproduction."

Lastly, in the Post-Site lesson, students will make a list of as many products inside their homes that were produced from the peanut. There will be a book report from the suggested reading list. Students will also draw the peanut plant and label its parts. These activities will help the students to understand a plant's life cycle through reproduction.

The Tuskegee Institute National Historic Site's Parks-as-Classroom program will strive to create a memorable experience for the students so that the lessons learned will be better retained. The post-site activities will allow teachers to evaluate and reinforce the lessons that were taught in the pre and on-site activities.

The Tuskegee Institute National Historic Site's Parks-as-Classroom program is a flexible system that will modify for improvement based on teacher evaluations and comments. Every package contains an evaluation form that should be filled out and returned to 1212 Old Montgomery Road Tuskegee Institute, Alabama 36088.

# 2nd Grade Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## The Oaks Classroom

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### PRE-SITE LESSON Reproduction



Duration:	30-45 Minutes
Location:	School Classroom
Materials:	Activity sheets, and response cards
Thematic unit:	Plant Reproduction
Curriculum areas:	Language Arts, Social Studies, and Science

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### INSTRUCTIONAL STRATEGIES

Learning Objectives:	The students will be able to: 1) list the parts of the plant; 2) define reproduction
Teacher Task (set):	Read an animal book to the students. Suggested: <u><a href="#">A Picture Book of George W. Carver</a></u> by David Adler and <u><a href="#">A Pocketful of Goobers</a></u> by Barbara Mitchell.
Teacher task (overview):	Soon we will be visiting the Tuskegee Institute National Historic Site. Before the school was built, all the area there were farmland. After the school was built, the school taught Agriculture (farming) as one of its classes. We are going to this school to learn the basic structure and function of a plant.
Teacher task (introduction):	Inquire about Nut-Bush sprouts from Park Staff. Read the directions to students from the packets. Discuss the growth process and its function.
Student task:	Listen to instructions, and complete activities.
Teacher task (closure):	Discussion
Student assessment:	Student's physical and oral participation in activity.

# 2nd Grade Unit

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## The Oaks Classroom

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### PRE-SITE LESSON Safety

Duration:	15-20 minutes
Location:	School classroom
Materials:	Teacher discussion sheet on safety
Thematic units:	Plant Reproduction
Curriculum areas:	Social studies

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### INSTRUCTIONAL STRATEGIES

Learning objectives:	The students will be able to: 1) discuss three methods to keep them from getting lost; 2) identify the most important thing to do when lost; 3) discuss and identify three dangers on the field trip and know how to avoid them.
Teacher task (set):	Discuss the safety sheet and dangers students may encounter in the park.
Teacher task (Overview):	Identify behavior that students should exhibit to reduce safety hazards.
Teacher task (instruction):	Discuss methods to keep from getting lost and identify the most important things to do if lost.
Student task:	Participate in discussion.
Teacher task (closure):	Summarize safety issues discussed during the lesson.
Student assessment:	Participate in discussion.
Challenge activities:	Create a list of items that are necessary to have for a safe visit to the Tuskegee National Historic Site.
Plans for re-teaching:	Post-visit summary and discussion.



## The Oaks Classroom

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### PRE-SITE LESSON Safety Lesson-Teacher Discussion Sheet

Dangers on fieldtrips:	Discuss staircases, crosswalks, staying as a group, navigating through rooms with low light, and possible weather conditions.	
Avoid dangers by:	Staying together as a group Not running or playing rough Watch where you put your hands and feet Understanding crosswalks Listening to instructions	
Avoid getting lost by:	Staying with a group Be aware of landmarks Understanding maps Letting others know where you are and when you will return	
If you get lost:	Stop, wait, stay calm, and look at everything in your environment to see if you recognize anything or anybody. Stay where you are and wait for someone you recognize or someone in uniform like a policeman, Park Ranger, or Fireman.	
Words to the wise:	The University is a museum where all things are protected by law. The University can be a busy place with many people so not paying attention can get you lost. There is a busy road with crosswalks, but people in cars can see adults and groups easier than they can see one small child.	
Items for a safe visit:	<b>Necessary</b>	<b>Do not bring</b>
	Day pack Bottled water Lunch or snack Rain gear Good walking shoes	Chewing gum Sandals, flip-flops, or other loose shoes Sharp objects Heavy or awkward items

# 2nd Grade Unit

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## George W. Carver Classroom

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### ON-SITE LESSON Scavenger Hunt

Duration:	45 minutes
Location:	Inside the The George W. Carver Museum
Materials:	Handouts and Pencils
Thematic Unit:	Plant Reproduction
Curriculum areas:	Science and Language Arts

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### INSTRUCTIONAL STRATEGIES

Learning Objectives:	The students will be able to: 1) identify and locate items inside the museum that were produced from the peanut; 2) identify tools used by local farmers.
Teacher task (set):	Explain to the students that they will be learning about the characteristics of the plant and recognize the role of soil to support plant growth.
Teacher task (overview):	Discuss the items produced from the peanut plant. Have class break up into smaller groups of no more than five (5) students. A chaperone must be with each group.
Teacher task (instruction):	Have students listen and respond throughout the activity.
Student assessment:	Participation in activity and discussion
Challenge activities:	Have students list what they remember from the plant
Plans for re-teaching:	Post-site summary and discussion.

# 2nd Grade Unit

National Park Service

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Tuskegee Institute National Historic Site  
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## George W. Carver Classroom

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### ON-SITE LESSON Family Feud

Duration:	20 minutes
Location:	Outdoor Classroom behind the "George W. Carver Museum"
Materials:	Class size divided into two groups
Thematic Unit:	Plant Reproduction
Curriculum areas:	Science, Social Studies, and Language Arts

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### INSTRUCTIONAL STRATEGIES

Learning Objectives:	The students will be able to: 1) recite historical information about George W. Carver; 2) list environmental problems that took place in the local communities
Teacher task (set):	Explain to students that they will be reciting information from the book entitled: A Story about George W. Carver. * Prepare students with information from this book prior to fieldtrip.
Teacher task (overview):	Explain to the students there wasn't anything that George W. Carver couldn't grow. He knew almost everything there was to know about plants.
Student task (instruction):	Review and be able to explain the significance of George W. Carver's role at Tuskegee Institute and how he help the farmer save his crops by using the peanut.
Student task:	Follow instructions and work as a team. Students will locate a habitat and explain what kind of creature could live there.
Teacher task (closure):	All the students to work in two teams. Allow the student time to study and memorize answers to questions.



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## George W. Carver Classroom

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### POST-SITE LESSONS Challenge Activities

Overview:	George Washington Carver is probably the most famous African American scientist. While at Tuskegee, Carver taught classes about soil fertilization to students and farmers for them to learn. For those unable to travel, he made a "school on wheels" and went to their town to teach them. His discoveries revitalized farming in the South. He created more than 300 products from peanuts! That isn't even counting what he did with sweet potatoes.
Student task:	Have students make a list of as many products they have inside their home that was produced from the peanut. Have students try to prepare some of those items at home and bring into the classroom. They should explain what and how much ingredients they used. Also how long did it take to prepare.
Social Studies:	Discuss with students how technology has made farming better in today's society.
Science:	Have students find pictures of products made from the peanut and paste them on construction paper to produce a collage. Have students do a book report on the book entitled: A Pocketful of Goobers.
Language Arts:	Have students draw a picture of a peanut plant and label the parts.

# 2nd Grade Unit

National Park Service

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Tuskegee Institute National Historic Site  
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## George W. Carver Classroom

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### VOCABULARY

Environment:	All of your surroundings. This includes plants, animals, and people (living things) and the air, water, rocks, buildings, and roads (things that are not living)
Reproduction:	The process by which plants and animals give rise to offspring
National Park:	An area of land protected by the government for the enjoyment of citizens. This area also includes plants, animals, streams and historic buildings
Stems:	The main trunk of a plant.
Roots:	The underground part of a plant that serves as support
Leaf:	A green lateral structure attached to a stem.
Photosynthesis:	The process in green plants by which carbohydrates are produced.
Carbohydrates:	A group of organic compounds that include sugar, starches, and gum.

### SUGGESTED REFERENCES

A Picture Book of George Washington Carver  
By David A. Adler

A Pocketful of Goobers - A Story about George Washington Carver  
By Barbara Mitchell



## Tuskegee Institute NHS Parks as Classroom

We are glad you had the opportunity to participate in the education program at Tuskegee National Historic Site. Please help us continue to improve and develop this program by taking a few minutes to complete this form. We know how valuable your classroom time is, and we want to insure our curriculum and programs are serving your needs. Thank you for your time. Please return to Tuskegee National Historic Site, Division of Resource Education, 1212 West Montgomery Road, Tuskegee, AL 36088.

Name of School: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 \_\_\_\_\_  
 Teacher's Name: \_\_\_\_\_ Grade Level: \_\_\_\_\_  
 Program Title: \_\_\_\_\_ Date of Visit: \_\_\_\_\_  
 Name of Ranger(s): \_\_\_\_\_

How did you learn about this program? \_\_\_\_\_  
 Was the reservation system convenient? \_\_\_\_\_ Yes \_\_\_\_\_ No  
 Did you have everything you needed to prepare for the Trip? \_\_\_\_\_ Yes \_\_\_\_\_ No  
 Suggestions: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

How did you prepare for the visit? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Please comment on the strengths and weaknesses of the program/presenter and any methods/materials utilized.

What was the best part of the educational experience? \_\_\_\_\_  
 \_\_\_\_\_

Please circle your response to the following questions:

1 (high/agree) 2 (medium/okay) 3 (low/disagree)

Overall Evaluation

Usefulness from curriculum standpoint:	1	2	3
Quality:	1	2	3
Interest level of students:	1	2	3
Age Appropriate:	1	2	3

Program:

Relevant to curriculum:	1	2	3
Suitable for class size:	1	2	3
Appropriate Length:	1	2	3
Content for age group:	1	2	3

Use program in future:	1	2	3
Ranger effectiveness:	1	2	3



## The Oaks Classroom



**A thematic unit on Community featuring:**

**Label Peanut Plant Diagram  
Giving Directions  
Participating in Dramatization  
Growing the Peanut Plant**

**Meets Alabama Curriculum Objectives for**

**3rd GRADE**





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# 3rd Grade Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## The Oaks Classroom

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### TO THE TEACHER

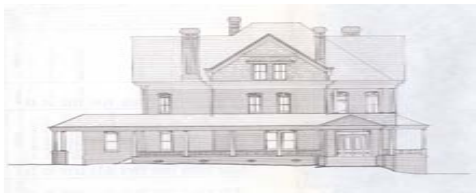
Thank you for participating in the Tuskegee National Historic Site education program. The program provides an interdisciplinary learning experience for students on the natural and cultural resources of the Site with Alabama curriculum objectives.

The theme of your program is "Community." Students will learn about the cultural resources of the Site by learning historic figures of Tuskegee Institute and their involvement in the community. The pre-visit activities included in this packet are specific to the theme of your program and should be presented prior to your visit. The Park Ranger conducts the on-site instruction with assistance in discussion and discipline by the teacher. The post-site activities are designed to reinforce and build upon the Site experience. Please feel free to contact the Site at (334) 727-3200 if you have any further questions.

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### CLASSROOM PARAMETERS

Target Class Size:	30-60 Third Grade students
Curriculum areas:	Science, Language Arts, and Social Studies
Site:	George Washington Carver Museum
Learning Strategies:	Use listening skills to communicate with the Ranger. Communicate with the Ranger during questions and answer sessions. Also use observation skills in learning about the resources of the historic site. Learn the importance of community. Learn about the names and locations of the city, county, state, and country (and various roadways) in which students live. Develop skills in the use of growing and diagramming the parts of a peanut plant.
Pre-Site:	Pre-site activities
On-Site:	9:00 a.m. to 12:00 p.m. (we are flexible). An introduction by Park Ranger. Students will observe the items that are on display in the George Washington Carver Museum. Students will learn about and assume the roles of the first staff and students of Tuskegee Institute.
Post-site:	Post-site activities, and evaluation.







## The Oaks Classroom

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### LOGISTICAL INFORMATION Important Reminders for a Successful Program

Map:	A map of the classroom and surrounding area is included in this guide. If you need specific directions to the George Washington Museum, please contact the Site at (334) 727-3200.
Where to meet:	All students, teachers, and chaperones will meet the Park Ranger at the bus parking area behind the "Oaks". The "Oaks" is located approximately 100 yards east of the main entrance across the street (Old Montgomery Road) from the campus. The students will be taken directly to the George Washington Carver Museum for a restroom break. The introduction will begin after returning to the "Oaks" following the restroom break.
Restrooms:	Restrooms are located in the George Washington Carver Museum. It is important that students use the restroom when arriving because the activities will be conducted at the "Oaks" where there are no restroom facilities.
Lunch:	Lunches will be kept on the bus for the duration of the program. Tuskegee National Historic Site's Parks as Classroom department has an outdoor area behind the "Oaks" available for schools who visit the site. The area has no restroom facilities, or tables at this time, but students may sit in the grass on good weather days. Teachers will need to discuss other alternatives in the case of adverse weather.
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## The Oaks Classroom

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### BACKGROUND INFORMATION

#### Site Description

Nat'l Park Service:



The National Park Service is charged with the management and preservation of the nation's most precious natural and cultural resources. These resources are woven into our natural heritage, and they provide opportunities for recreation, appreciation of beauty, historical reflection, cultural enrichment, and environmental education.

The future vision of the service includes protection of Park resources; access and enjoyment for all people; education and interpretation to convey contributions of each Park unit and the Park system to the nation's values, character, and experience; continuing science, research, and resource management to manage and protect Park resources.

Tuskegee Institute NHS:



Tuskegee National Historic Site is the location of one of America's first southern African-American industrial schools. The school's founder was Booker T. Washington, and his work at Tuskegee helped him to become one of the greatest African-American leaders of his time. Booker T. Washington hired George Washington Carver who also became an American icon.

Tuskegee was operated by African-Americans during an era of repression in the late 1800s, and it became a beacon of hope for African-Americans. The school successfully merged education and industry to sustain the campus and community, as well as provide goods and services for commercial markets. Tuskegee University continues to foster the mission envisioned by Booker T. Washington as a center of influence in developing leaders who impact politics, economics, education, the military and arts and sciences. The University continues to foster the examples set by George Washington Carver, and other professors, for be a center for application-based research and social research.

Tuskegee Industrial School, and now Tuskegee University, played and continues to play a significant role in the ascent of African-Americans into mainstream America. As the first principal of Tuskegee from 1881 through 1915, Booker T. Washington showcased his talents and provided a national stage for himself and other individuals associated with the institution.

# 3rd Grade Unit

National Park Service

U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## The Oaks Classroom

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### ALABAMA CURRICULUM CORRELATIONS Third Grade

#### Social Studies Skills to be explored:

- Explain how the use of land affects its inhabitants
- Identify examples of land rights and responsibilities of citizens
- Demonstrate an understanding of the reasons for the location of human-made places
- Differentiate among county, state, and country

#### Science Skills to be explored:

- Explain plant structures to their functions
- Identify basic needs of plants
- Describe the life cycle of plants
- Recognize helpful and harmful effects of plants

#### Language Arts Skills to be explored:

- Identify ways fictional characters and events reflect real experiences
- Organize paragraphs with attention to basic characteristics
- Write meaningful simple sentences and short paragraphs
- Spell correctly in final written products
- Demonstrate facility with oral language for a wide range of purposes
- Exhibit skills in dramatizations and other oral presentations



## GEORGE WASHINGTON CARVER CLASSROOM

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### INTRODUCTION Third Grade

In this 3rd grade curriculum guide, we will be discussing the theme of "Community." Students will gain a better understanding of how different people work together to form a community. We will be focusing on the students' own community and the community that was formed here at Tuskegee Institute.

In the Pre-Site lessons, students will label, on a diagram, the parts of a peanut plant. The peanut became a vital part of the community in and around Tuskegee Institute during the years of research by George Washington Carver. Students will also learn the names of the city, state, county, and country in which they live. Students will learn the names of the roadways connecting their school and Tuskegee Institute National Historic Site.

In the On-Site lessons, students will observe the George Washington Carver Museum. They will learn about how different people, performing various trades, contributed to the construction of the buildings that formed Tuskegee Institute. (Students will have prepared with some background information prior to the field trip.) Students will also participate in a dramatic presentation about the forming of Tuskegee Institute. These activities emphasize the importance of the theme on "Community."

Lastly, in the Post-Site lesson, students will grow a peanut plant. They will document the growth of the peanut on a graph. As all students participate in the growing process, they will better understand the idea of "community." Students will also create a book about the peanut for other students to observe. These activities all reinforce the concept of working together as a team in a community.

The Tuskegee Institute National Historic Site's Parks-as-Classroom program will strive to create a memorable experience for the students so that the lessons learned will be better retained. The post-site activities will allow teachers to evaluate and reinforce the lessons that were taught in the pre and on-site activities.

The Tuskegee Institute National Historic Site's Parks-as-Classroom program is a flexible system that will modify for improvement based on teacher evaluations and comments. Every package contains an evaluation form that should be filled out and returned to 1212 Old Montgomery Road Tuskegee Institute, Alabama 36088.



## The Oaks Classroom

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### PRE-SITE LESSON Safety Lesson-Teacher Discussion Sheet

Dangers on fieldtrips:	Discuss staircases, crosswalks, staying as a group, navigating through rooms with low light, and possible weather conditions.	
Avoid dangers by:	Staying together as a group Not running or playing rough Watch where you put your hands and feet Understanding crosswalks Listening to instructions	
Avoid getting lost by:	Staying with a group Be aware of landmarks Understanding maps Letting others know where you are and when you will return	
If you get lost:	Stop, wait, stay calm, and look at everything in your environment to see if you recognize anything or anybody. Stay where you are and wait for someone you recognize or someone in uniform like a policeman, Park Ranger, or Fireman.	
Words to the wise:	The University is a museum where all things are protected by law. The University can be a busy place with many people so not paying attention can get you lost. There is a busy road with crosswalks, but people in cars can see adults and groups easier than they can see one small child.	
Items for a safe visit:	<b>Necessary</b>	<b>Do not bring</b>
	Day pack Bottled water Lunch or snack Rain gear Good walking shoes	Chewing gum Sandals, flip-flops, or other loose shoes Sharp objects Heavy or awkward items



## The Oaks Classroom

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### PRE-SITE LESSON Peanut Plant



Duration:	30-45 Minutes
Location:	School Classroom
Materials:	Pencils and worksheets
Thematic unit:	Community
Curriculum areas:	Science

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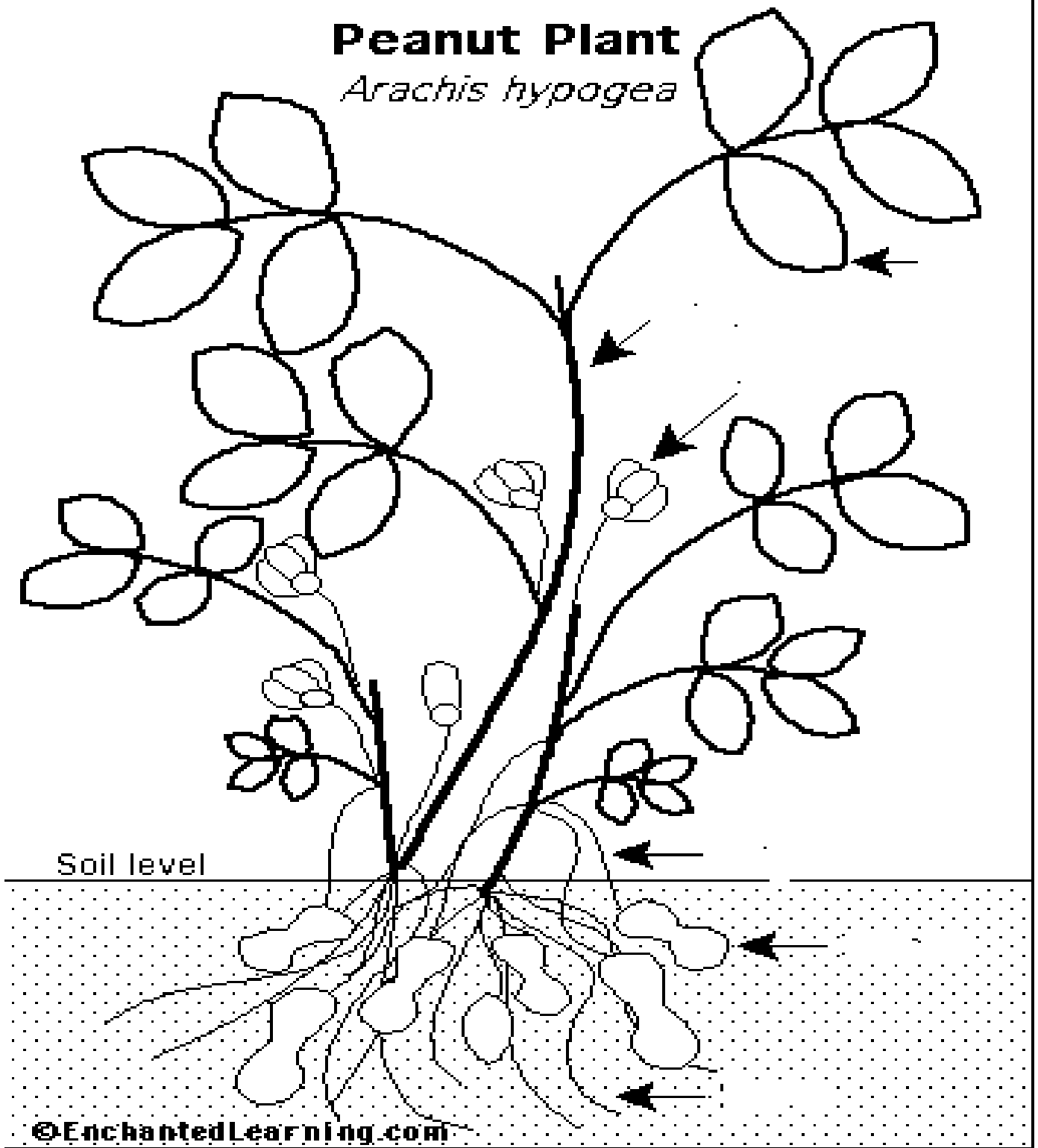
### INSTRUCTIONAL STRATEGIES

Learning Objectives:	The students will be able to: 1) label the parts of a peanut plant; 2) identify basic needs of the plant 3) understand that George Washington Carver grew peanuts; 4) understand that Dr. Carver persuaded the farmers in his community to grow peanuts; 5) describe the life cycle of the plant
Teacher Task (set):	Introduce the theme of "Community" and the Peanut Plant Diagram.
Teacher task (overview):	Explain to students that they will label the parts of the peanut plant on the work sheet. (A copy including the answers will be given to the teacher) Explain to the students that George Washington Carver convinced the people in his community to grow peanuts because it had more uses than that of cotton. It was also better for the soil. Also, explain to the students that plants have basic needs just as people do. And, plants go through life cycles.
Teacher task (introduction):	Use a chalk board to write the following words: roots, peanut, peg, soil level, yellow flower, stem, and leaf. Students should use these words to fill in the blanks on the plant diagram.
Student task:	Listen to instructions, and complete activities.
Teacher task (closure):	Follow instructions on the activities and explain to the students that they can find all of the words for the diagram on the chalkboard.
Student assessment:	Student's participation in activity.
Challenge activities:	Describe to the students the basic needs of the peanut plant (space, light, nutrients, water, and air). Also, describe to the students the life cycle of the plant (germination, growth, reproduction, and decomposition).
Plan for re-teaching:	Have students brainstorm ideas for locations in their community to grow peanut plants. They should differentiate between public and private locations.



# Peanut Plant

*Arachis hypogea*

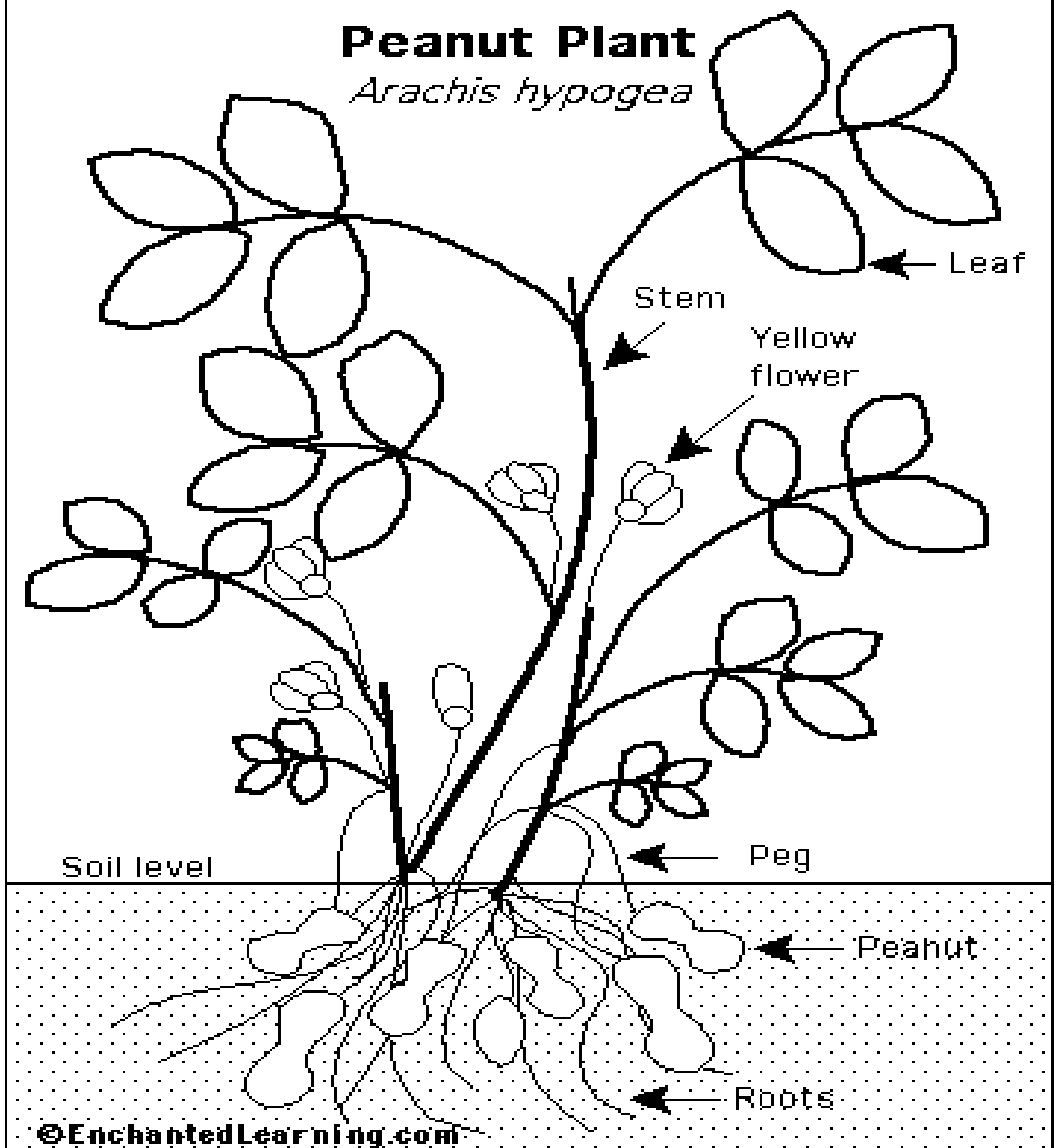






# Peanut Plant

*Arachis hypogea*



# 3rd Grade Unit

National Park Service

U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## The Oaks Classroom

### PRE-SITE LESSON Locations

Duration:	30-45 Minutes
Location:	School classroom
Materials:	Chalkboard, pencils, and paper
Thematic units:	Community
Curriculum areas:	Social Studies and Language Arts

### INSTRUCTIONAL STRATEGIES

Learning Objectives:	The students will be able to: 1) identify the community, city, county, state, and country in which they live; 2) identify the city, state, and county in which the Tuskegee Institute National Historic Site is located; 3) describe the reasons for locations of highways, play grounds, farms, stores, and other business in their community/town; 4) locate on the class room map the state and city in which their school is located
Teacher Task (set):	Discuss with the class the theme of Community and the reasons for names of locations.
Teacher task (overview):	Explain to students that they will be learning about the names of the city, county, state, and country in which they live. Names are also given to man-made locations in and around your community.
Teacher task (introduction):	Begin discussion with the class by directing the students' attention to the classroom map of the United States. Point to the state and city in which the students live. Then, explain to the students that, because of identification purposes, the city, county, state, and country in which they live, all have names assigned to them.
Student task:	Listen to instructions and complete activity.
Teacher task (closure):	Allow each student to approach the map to individually point to the state and city in which he/she lives. After every student has done this, draw an outline of the state of Alabama on the chalkboard. Show the students both where their school is located and where the Tuskegee Institute National Historic Site is located. At this point, give the students a copy of the sheet of Alabama counties (A copy of this sheet in on the next page). Have the students locate the counties of both their school and the Historic Site. Then have them color these two counties with the same shade of crayon. The students may color the remaining counties with various other colors.
Student assessment:	Participation in the activities

# 3rd Grade Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



Alabama Counties

Produced by the Dept. of Geography  
College of Arts and Sciences  
The University of Alabama

# 3rd Grade Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## George Washington Carver Classroom

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### ON-SITE LESSON Self-Sufficiency

Duration:	45 minutes-1 hour
Location:	George Washington Carver Classroom
Materials:	Pencils, paper, and crayons
Thematic Unit:	Community
Curriculum areas:	Social Studies and Language Arts

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### INSTRUCTIONAL STRATEGIES

Learning Objectives:	The students will be able to: 1) understand the concept of self-sufficiency; 2) demonstrate how the use of the land in Macon County affected the land and its residents
Teacher task (set):	Explain to students that they will be learning about the importance of acquiring skills in life.
Teacher task (overview):	Explain to the students that when Tuskegee Institute was being built, each student had to contribute to the construction process. Therefore, everyone had to know how to do-for-themselves (be self-sufficient). Each person performed his/her trade. Each student was also of great value to the new school. This created a sense of community. Also, residents of Macon County had to use the land where they lived to survive.
Student task (instruction):	Have the students divide into groups of five. The teacher will assign each group a trade (brick masons, carpenters, painters, seamstresses, cooks, and gardeners). Tell the students that everyone at the school in Tuskegee had to perform their trade with only the available natural resources such as clay. Allow the students to walk through the museum to see some of the creations that George Washington Carver made from the peanut and the sweet potato. Explain to the students that the bricks and the paint were made from clay. Also, clothes were made from animal skins. The teacher will explain to the students that each person had the opportunity to use the money that they earned to buy goods that related to their job. Each worker/student could also pay for lessons that related to another trade.
Student task:	Follow instructions. Work should be done individually.
Teacher task (closure):	Have each group of students gather to discuss how they would participate in the building process. Each group member will assume a role: captain/speaker, timekeeper, and recorders. Groups will take 15-20 minutes to discuss how they would use the land to contribute to the building of the school. *Gardeners should note that plants and animals already existed here. When discussions are complete, the group captains will explain to the class how his/her team performed their duties here at the school. Have the students create a store from which supplies were purchased. Also, a "vocational" teacher will educate the students on new trades of their choice.
Student assessment:	Participation in the activity and follow up discussion.



## George Washington Carver Classroom

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### ON-SITE LESSON Drama

Duration:	45 minutes-1 hour
Location:	George Washington Carver Classroom
Materials:	Pencil and paper
Thematic Unit:	Community
Curriculum areas:	Social Studies

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### INSTRUCTIONAL STRATEGIES

Learning objectives:	The students will be able to: 1) participate in their own dramatic presentation depicting the founding of Tuskegee Institute.
Teacher task (set):	*For preparation purposes, prepare the students with some background information about Booker T. Washington and Tuskegee Institute in the classroom prior to the field trip. Some preparation for the skit would also be helpful. Explain to students that Booker T. Washington founded Tuskegee Institute. A brand new community was formed in Tuskegee when Mr. Washington along with his staff and students built the school.
Teacher task (overview):	Explain to students that Mr. Washington was born into slavery and arrived in Tuskegee later in life after he had been freed and graduated college. After he got to Tuskegee, he began to recruit the most talented people available to work with him on building his new school. Teachers and students were involved in the construction process. After the school was built, Mr. Washington contacted more teachers for his school. One of these teachers was George Washington Carver. Mr. Carver taught his students and the people in his community how to make better use of their land.
Teacher task (instruction):	Students should remain in the same groups as in the previous lesson. Have the teacher select students to portray such characters as Booker T. Washington, George Washington Carver, a mail carrier, students, and teachers.
Student task:	Follow instructions. Students will cooperate with group captains and work as a team.
Teacher task (closure):	After each student has been assigned a role for the drama: Have Booker T. Washington's character enter the empty room pretending to observe the land for his new school. Have BTW sit down and pretend to write letters to potential teachers, asking each one to teach a particular subject/trade. A mail carrier will deliver the letters Prospective students will write letters to Mr. Washington. After every student and teacher has arrived at the school,

# 3rd Grade Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



everyone will work together in building the school (each one performing his/her own trade). After a few minutes, the students and teachers will leave the room. Mr. Washington will then write a letter asking Mr. Carver to come to Tuskegee to teach. Mr. Carver and Mr. Washington meet and shake hands. The students re-enter the room and Mr. Carver begins teaching them about plants

Student assessment: Participation in the activity (and post activity discussion).

Challenge activities: Have the teacher choose students at random to tell what they learned during this experience.



## The Oaks Classroom

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### POST-SITE LESSONS Growing Peanut Plants

Overview:	During the field trip to Tuskegee, we learned about how different people can contribute to a community. After George Washington Carver arrived at Tuskegee Institute, he began to help the people in his community. He discovered that the farmers were poor because the cotton that they were growing wasn't making enough profit for the families to survive. Also, there were only very few uses for cotton. Mr. Carver determined that the farmers in his community needed a different crop to grow. He then began to experiment with the peanut plant. He eventually found that the peanut plant would grow very well in his community. He also found that there were many uses of the peanut.
Student task:	Instructions on how to grow the peanut plant will be provided. Students will grow the peanut plant.
Science:	Allow the students to plant a few peanuts in class. The peanut seeds can be provided upon request from the Tuskegee National Historic Site. Students may experiment to see if plants grow better with or without light. They can view the plants' roots through the aquarium glass.
English Language Arts:	Have students research the peanut in various texts and on the Internet. Students may also develop a "peanut book" describing their recently acquired knowledge about the peanut. This book may be shared with other classes and/or sent to the National Historic Site. Another activity would be to list some of the uses of the peanut (peanut butter, peanut oil, etc.)



# 3rd Grade Unit

National Park Service

U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## The Oaks Classroom

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### VOCABULARY

Community-	A group of people having common interests
Self-sufficiency-	The ability to provide for oneself without the help of others
Space-	A blank or empty area
Germination-	To begin to sprout or grow
Nourishment-	Food
Nutrient-	A source of nourishment
Reproduction-	Recreate an offspring
Decomposition-	When something is rotting
Peanut-	An oily, edible, nutlike seed
Stem-	A slender stalk that supports or connects another part of the plant, such as a leaf or flower.
Root-	The underground portion of a plant that supports the plant

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### SUGGESTED REFERENCES

A Picture Book of George Washington Carver  
By David A Adler

George Washington Carver What Do You See?  
By Janet Geoff Benge



## Tuskegee Institute NHS Parks-as-Classroom

We are glad you had the opportunity to participate in the education program at Tuskegee National Historic Site. Please help us continue to improve and develop this program by taking a few minutes to complete this form. We know how valuable your classroom time is, and we want to insure our curriculum and programs are serving your needs. Thank you for your time. Please return to Tuskegee National Historic Site, Division of Resource Education, 1212 West Montgomery Road, Tuskegee, AL 36088.

Name of School: \_\_\_\_\_  
Address: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_ Grade Level: \_\_\_\_\_  
Program Title: \_\_\_\_\_ Date of Visit: \_\_\_\_\_  
Name of Ranger(s): \_\_\_\_\_

How did you learn about this program? \_\_\_\_\_  
Was the reservation system convenient? \_\_\_\_\_ Yes \_\_\_\_\_ No  
Did you have everything you needed to prepare for the Trip? \_\_\_\_\_ Yes \_\_\_\_\_ No  
Suggestions: \_\_\_\_\_

How did you prepare for the visit? \_\_\_\_\_

Please comment on the strengths and weaknesses of the program/presenter and any methods/materials utilized.

What was the best part of the educational experience? \_\_\_\_\_

Please circle your response to the following questions:

1 (high/agree) 2 (medium/okay) 3 (low/disagree)

### Overall Evaluation

Usefulness from curriculum standpoint:	1	2	3
Quality:	1	2	3
Interest level of students:	1	2	3
Age Appropriate:	1	2	3

### Program:

Relevant to curriculum:	1	2	3
Suitable for class size:	1	2	3
Appropriate Length:	1	2	3
Content for age group:	1	2	3

Use program in future:	1	2	3
Ranger effectiveness:	1	2	3



## The Oaks Classroom



A thematic unit on Plant Needs featuring:

Nutrient needs of plants  
Soil composition  
Photosynthesis

Meets Alabama Curriculum Objectives for

4th GRADE





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## 4th Grade: Plant Needs

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Lesson 2: Safety

Lesson 3: Safety-Teacher Discussion Sheet

Lesson 4: Soil Test

Lesson 5: Air Plants

Lesson 6: Conclusion

Lesson 7: Challenge Activities

Vocabulary and Suggested References

Evaluation Form

# 4th Grade Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## The Oaks Classroom

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### TO THE TEACHER

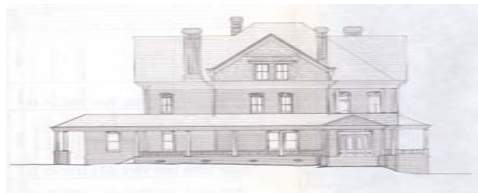
Thank you for participating in the Tuskegee National Historic Site education program. The program provides an interdisciplinary learning experience for students on the natural and cultural resources of the Site with Alabama curriculum objectives.

The theme of your program is "Plant Needs" Students will learn about the cultural resources and natural resources of the Site by learning about the needs of plants and the work of George Washington Carver. The pre-visit activities included in this packet are specific to the theme of your program and should be presented prior to your visit. The Park Ranger conducts the on-site instruction with assistance in discussion and discipline by the teacher. The post-site activities are designed to reinforce and build upon the Site experience. Please feel free to contact the Site at (334) 727-3200 if you have any further questions.

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### CLASSROOM PARAMETERS

Target Class Size:	30-60 4th Grade students
Curriculum areas:	Language Arts, Science, and Social Studies (Alabama History)
Site:	The "Oaks" (Home site of Booker T. Washington)
Learning Strategies:	A hands-on, minds-on, investigation of the nutritional and solar needs of plants and the work of George Washington Carver.
Pre-Site:	Pre-site activities
On-Site:	10:00 a.m. to 1:00 p.m. (we are flexible). An introduction by Park Ranger. Rangers will be followed by a soil testing activity. Break for lunch. Students will then conduct an activity on photosynthesis and participate in a discussion about solar energy.
Post-site:	Post-site activities, and evaluation.





## The Oaks Classroom

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### LOGISTICAL INFORMATION Important Reminders for a Successful Program

Map:	A map of the classroom and surrounding area is included in this guide. If you need specific directions to the George Washington Museum, please contact the Site at (334) 727-3200 between the hours of 9:00 a.m. and 4:30 p.m. central standard time.
Where to meet:	All students, teachers, and chaperones will meet the Park Ranger at the bus parking area behind the "Oaks". The "Oaks" is located approximately 100 yards east of the main entrance across the street (Old Montgomery Road) from the campus. The students will be taken directly to the George Washington Carver Museum for a restroom break. The introduction will begin after returning to the "Oaks" following the restroom break.
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## The Oaks Classroom

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### BACKGROUND INFORMATION Site Description

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Tuskegee was operated by African-Americans during an era of repression in the late 1800s, and it became a beacon of hope for African-Americans. The school successfully merged education and industry to sustain the campus and community, as well as provide goods and services for commercial markets. Tuskegee University continues to foster the mission envisioned by Booker T. Washington as a center of influence in developing leaders who impact politics, economics, education, the military and arts and sciences. The University continues to foster the examples set by George Washington Carver, and other professors, for be a center for application-based research and social research.

Tuskegee Industrial School, and now Tuskegee University, played and continues to play a significant role in the ascent of African-Americans into mainstream America. As the first principal of Tuskegee from 1881 through 1915, Booker T. Washington showcased his talents and provided a national stage for himself and other individuals associated with the institution.





## The Oaks Classroom

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### ALABAMA CURRICULUM CORRELATIONS Fourth Grade

#### Social Studies skills to be explored:

- List hardships experienced by Alabamians as a result of the Civil War
- Explain the importance of natural resources and land regions to the beginning of industry and development of Alabama's economy
- Describe aspects of the reconstruction period in Alabama
- Explain the development of public and private education during the nineteenth century
- Recognize how certain technological advancements brought change at the beginning of the twentieth century
- Recognize contributions made by Alabamians during the first half of the twentieth century
- Describe the economic conditions during the early twentieth century
- Relate land use in their locality to physical features of the land

#### Science skills to be explored:

- Identify questions that can be answered through scientific investigations
- Use appropriate tools and technology resources to gather, analyze, and interpret data
- Demonstrate the ability to perform safe and appropriate manipulation of materials, living organisms, scientific equipment, and technology
- Use appropriate skills to design and conduct a scientific investigation
- Use vocabulary associated with science
- Thinking critically and logically to make inferences and describe relationships between evidence and explanations
- Investigate alternative explanations of experimental results
- Use available technology to communicate scientific procedures and to defend explanations
- Apply mathematical knowledge and skills to scientific investigations
- Demonstrate an understanding of the relationships among science, technology, and society past and present
- Explain how light travels from one place to another
- Recognize interactions of light and matter
- Identify environmental problems created by waste disposal
- Recognize evidence that the sun is the earth's major source of energy

# 4th Grade Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## GEORGE WASHINGTON CARVER CLASSROOM

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### INTRODUCTION Forth Grade

The Tuskegee Institute National Historic Site's 4th grade unit is designed to lead first grade students to the discovery of the needs of plants and solar energy through the works of George Washington Carver. Tuskegee Institute National Historic Site's Parks-as-Classroom will use the schools history to relate to students why it is important to understand plant needs. Historically, Tuskegee Institute supplied its own food by raising crops, and today the University still teaches Agriculture. During Tuskegee's early development, the understanding of scientific agriculture was important because the school was able to meet its own needs through the raising of crops. Tuskegee was able to produce many of its own food supplies. The understanding of scientific agriculture was necessary to the school's self-sufficiency.

Using the link between the school's work with scientific agriculture, the Parks-as-Classroom program will use hands on techniques to show students need for such knowledge in the past as well as the present. After learning of basic plant needs, Rangers will show students the interrelationships between plants and animals. Using George Washington Carver and his works, Rangers will help students to understand the benefits of scientific agriculture on the people of Alabama. Rangers will build on the pre-site information so it is important that teachers cover the pre-visit information.

The 4th grade pre-visit activities introduce the students to the needs of plants, some new vocabulary, and safety preparation for the visit. Rangers will use the on-site activities to build upon the students understanding of plant needs, George Washington Carver's accomplishments, and the interrelationships of people and plants. On-site activities will use the site's resources to demonstrate the lessons learned with hands-on minds-on methods.

The Tuskegee Institute National Historic Site's Parks-as-Classroom program will strive to create a memorable experience for the students so that the lessons learned will be better retained. The post-site activities will allow teachers to evaluate and reinforce the lessons that were taught in the pre and on-site activities.

The Tuskegee Institute National Historic Site's Parks-as-Classroom program is a flexible system that will modify for improvement based on teacher evaluations and comments. Every package contains an evaluation form that should be filled out and returned to 1212 Old Montgomery Road Tuskegee Institute, Alabama 36088.

# 4th Grade Unit

National Park Service

U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



The Oaks Classroom

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## PRE-SITE LESSON Plant Needs

Duration:	20-30 Minutes
Location:	School Classroom
Materials:	Small scraps of cardboard and several large paper clips
Thematic unit:	Plant Needs (Sunlight)
Curriculum areas:	Language Arts, Social Studies, and Science

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## INSTRUCTIONAL STRATEGIES

Learning Objectives:	The students will: 1) test the effects of lack of a sunlight on plant leaves and 2) describe the process of photosynthesis and how it enables a plant to survive.
Teacher Task (set):	Explain to students that green plants make their own food through photosynthesis, which means "putting together with light." Plants absorb water and minerals that come in contact with chlorophyll (the green in leaves) and air. Sunlight passes into a leaf and starts the process.
Teacher task (overview):	When something prevents a plant's leaves from getting the needed sunlight, photosynthesis stops or is slowed down. This will affect the plant's growth. If a leaf is covered, the plant stops producing chlorophyll in that area, causing the spot to turn yellow.
Teacher task (introduction):	Choose a tree, shrub, or green plant with leaves that students can easily reach. Make sure that the tree or plant that you choose is safe to touch. You can also do this activity indoors with a houseplant.
Student task:	Clip Cardboard cutouts on leaves with paperclips and evaluate the results.
Teacher task (closure):	Explain to students that light energy is used by plants to produce food.

# 4th Grade Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## The Oaks Classroom

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### PRE-SITE LESSON Safety

Duration:	15-20 minutes
Location:	School classroom
Materials:	Teacher discussion sheet on safety
Thematic units::	Environmental awareness
Curriculum areas:	Social studies

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### INSTRUCTIONAL STRATEGIES

Learning objectives:	The students will be able to: 1) discuss how horseplay can cause safety concerns; 2) identify three reasons that staying as a group reduces safety concerns; 3) discuss and identify three dangers on the field trip and know how to avoid them.
Teacher task (set):	Discuss the safety sheet and dangers students may encounter in the park.
Teacher task (Overview):	Identify behavior that students should exhibit to reduce safety hazards.
Teacher task (instruction):	Discuss methods to keep from getting lost and identify the most important things to do if lost.
Student task:	Participate in discussion.
Teacher task (closure):	Summarize safety issues discussed during the lesson.
Student assessment:	Participate in discussion.
Challenge activities:	Create a list of items that are necessary to safely visit the Tuskegee National Historic Site.



## The Oaks Classroom

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### PRE-SITE LESSON Safety Lesson-Teacher Discussion Sheet

Dangers on fieldtrips: Discuss staircases, crosswalks, staying as a group, navigating through rooms with low light, and possible weather conditions.

Avoid dangers by:

- Staying together as a group
- Not running or playing rough
- Watch where you put your hands and feet
- Understanding crosswalks
- Listening to instructions

Avoid getting lost by:

- Staying with a group
- Be aware of landmarks
- Letting others know where you are and when you will return

If you get lost: Stop, wait, stay calm, and look at everything in your environment to see if you recognize anything or anybody. Stay where you are and wait for someone you recognize or someone in uniform like a policeman, Park Ranger, or Fireman.

Words to the wise: The University is a museum where all things are protected by law. The University can be a busy place with many people so not paying attention can get you lost. There is a busy road with crosswalks, but people in cars can see adults and groups easier than they can see one small child.

#### Items for a safe visit:

##### Necessary

- Day pack
- Bottled water
- Lunch or snack
- Rain gear
- Good walking shoes

##### Do not bring

- Chewing gum
- Sandals, flip-flops, or other loose shoes
- Sharp objects
- Heavy or awkward items

# 4th Grade Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## The Oaks Classroom

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### ON-SITE LESSON Soil Test

Duration:	1 hour
Location:	Outdoor Classroom behind the "Oaks"
Materials:	Soil testing kits
Thematic Unit:	Plant needs
Curriculum areas:	Science, Social Studies and Mathematics

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### INSTRUCTIONAL STRATEGIES

Learning Objectives:	The students will be able to: 1) identify basic needs of plants through investigation and appropriate use of technology; 2) name reasons that the knowledge of plants benefits people; 3) describe the results of plants being deprived of their nutrient needs; 4) use appropriate skills to design and conduct a scientific investigation; 5) demonstrate the ability to perform safe and appropriate manipulation of materials, scientific equipment, and technology.
Teacher task (set):	Explain to the students that three major nutrients needed by green plants are Nitrogen, Phosphorus, and Potassium. Explain how George Washington Carver taught the use of natural fertilizers to get all three nutrients.
Teacher task (overview):	Explain how each nutrient helps plants and where the natural form of the nutrient is produced.
Teacher task (instruction):	Have students conduct soil test and obtain results.
Student assessment:	Conduct soil tests for nutrients.
Plans for re-teaching:	Grow two houseplants in the classroom and fertilize one, but not the other. Have students investigate the results.



## The George Washington Carver Classroom

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### ON-SITE LESSON Air Plants

Duration:	45 minutes
Location:	George Washington Carver
Materials:	Handouts for activity, large ball of string, crayons, aquarium, tall drinking glass.
Thematic Unit:	Plant needs (Photosynthesis)
Curriculum areas:	Science

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### INSTRUCTIONAL STRATEGIES

Learning Objectives:	The students will be able to: 1) demonstrate and describe the general process of photosynthesis; 2) explain the relationship between the amount of oxygen produced by plants and the amount of oxygen used by humans.
Teacher task (set):	Explain to students that they will be watching a plants breathe out oxygen, and measuring how much oxygen plants make for us.
Teacher task (overview):	Explain to the students that plants breath in carbon dioxide and breath out the oxygen that humans and other animals need to survive. In the process of Photosynthesis, plants use energy from the sun to convert carbon dioxide and water into carbohydrates (simple sugars). This process takes place in chloroplasts that are found mainly in the plant's leaves. Chloroplasts contain green pigments called chlorophyll that enable the plant to absorb the sun's energy. One of the by-products of photosynthesis is oxygen.
Student task (instruction):	Have students list their ideas on ways that plants benefit people. Makes sure that the students have making oxygen on their list. Have students cut string into 20-foot lengths. Give students copies of the work page. Tell students that a person needs about 360 liters of oxygen per day, or 210 ml per breath (show a one liter bottle). A 25-square-foot plot of grass can produce that much oxygen per day.
Student task:	Have the students use the string to measure a plot of grass that it would take to produce enough oxygen one of them to breathe for a day. Have students participate in aquarium activity by watching and noting the results.
Teacher Task:	Use aquarium filled with backing soda and water. Place a water plant into a glass and place the glass into the aquarium so that no air is in it. Watch the plant produce oxygen using the carbon dioxide from the backing soda.



# 4th Grade Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## The George Washington Carver Classroom

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### ON-SITE LESSON Conclusion

Duration:	30 minutes
Location:	The George Washington Carver Classroom
Materials:	Pencils, construction paper, glue and paper
Thematic Unit:	Plant needs
Curriculum areas:	Social Studies and Science

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### INSTRUCTIONAL STRATEGIES

Learning objectives:	The students will be able to: 1) list the nutrient needs of green plants; 2) name ways that plants benefit people; 3) name ways that people benefit plants; 4) show the relationships between the sun's energy, soil, plants, and animals.
Teacher task (set):	Use a paper chain linked into a circle to show how the links on the chain create interrelationships to the other links.
Teacher task (overview):	Explain to students that, when things are interrelated, they depend on other things like the links in the chain. If a link were missing from the chain, the links would not be able to stay together to create a circle.
Teacher task (instruction):	Have the students write sun on one strip of paper, soil on one strip of paper, plants on one strip of paper, oxygen on one strip of paper, people on one strip of paper, and carbon dioxide on a strip of paper. Have students glue the strips of paper into a chain circle.
Student task:	Students will create a circle paper chain to show interrelationships between plants, the sun, the soil, and animals.
Teacher task (closure):	Conclude by explaining to students that George Washington Carver use to teach local farmers the things that the students had just learned. Have the students list why the things they learned from the activities would help them farm.
Student assessment:	Participation in the activity and post activity discussion.



## The Oaks Classroom

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### POST-SITE LESSONS Challenge Activities

Overview:	George Washington Carver was a scientist that came to Tuskegee to help teach the farmers about plants so that they could better raise them. Carver explained to the farmers how the sun, soil, plants, and animals were all interrelated and interdependent. He explained that knowledge of the interrelationships would help them become more successful farmers.
Student task:	Have each student bring something that is in his or her home that began as a plant raised on a farm. Have each student stand and explain the item that he or she brought and why the item was important. Have the student name everything that he or she thinks was important in developing the product.
Social Studies:	Discuss with students how understanding the scientific needs of plants helped farmers to grow more plants today than they could before the time of George Washington Carver.
Science:	Have students discuss what would happen if something were removed from the interdependence chain. What would happen if there were no sun, no animals, no plants, or no soil?
Language Arts:	Have students give examples that define photosynthesis, interrelationships, and interdependence.

# 4th Grade Unit

National Park Service

U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## The Oaks Classroom

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### VOCABULARY

Photosynthesis:	The process in green plants of converting water and carbon dioxide into sugar with light energy
Soil:	The solid portion of the earth's crust in which plants grow. It is composed of mineral material, air, water, and organic matter both living and dead
National Park:	An area of land protected by the government for the enjoyment of citizens. This area also includes plants, animals, streams and historic buildings
Organic Matter:	Material that is, or was, living
Plant Nutrient:	Element essential to plant growth used in creation of food and tissue
Chlorophyll:	A complex organic molecule that traps light energy for conversion through photosynthesis into chemical energy
Crop Rotation:	Growing crop plants in different locations in a systematic sequence to help control insects and diseases, to improve soil structure and fertility, and to reduce erosion.
Energy:	The ability to do work
Soil:	The solid portion of the earth's crust in which plants grow. It is composed of mineral, air, water, and organic matter both living and dead

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### SUGGESTED REFERENCES

The Story Of George Washington Carver  
By Eva Moore

A Pocketful Of Goobers  
By Barbara Mitchell



## Tuskegee Institute NHS Parks as Classroom

We are glad you had the opportunity to participate in the education program at Tuskegee National Historic Site. Please help us continue to improve and develop this program by taking a few minutes to complete this form. We know how valuable your classroom time is, and we want to insure our curriculum and programs are serving your needs. Thank you for your time. Please return to Tuskegee National Historic Site, Division of Resource Education, 1212 West Montgomery Road, Tuskegee, AL 36088.

Name of School: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 \_\_\_\_\_  
 Teacher's Name: \_\_\_\_\_ Grade Level: \_\_\_\_\_  
 Program Title: \_\_\_\_\_ Date of Visit: \_\_\_\_\_  
 Name of Ranger(s): \_\_\_\_\_

How did you learn about this program? \_\_\_\_\_  
 Was the reservation system convenient? \_\_\_\_\_ Yes \_\_\_\_\_ No  
 Did you have everything you needed to prepare for the Trip? \_\_\_\_\_ Yes \_\_\_\_\_ No  
 Suggestions: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

How did you prepare for the visit? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Please comment on the strengths and weaknesses of the program/presenter and any methods/materials utilized.  
 \_\_\_\_\_  
 \_\_\_\_\_

What was the best part of the educational experience? \_\_\_\_\_  
 \_\_\_\_\_

Please circle your response to the following questions:

1 (high/agree) 2 (medium/okay) 3 (low/disagree)

Overall Evaluation

Usefulness from curriculum standpoint:	1	2	3
Quality:	1	2	3
Interest level of students:	1	2	3
Age Appropriate:	1	2	3

Program:

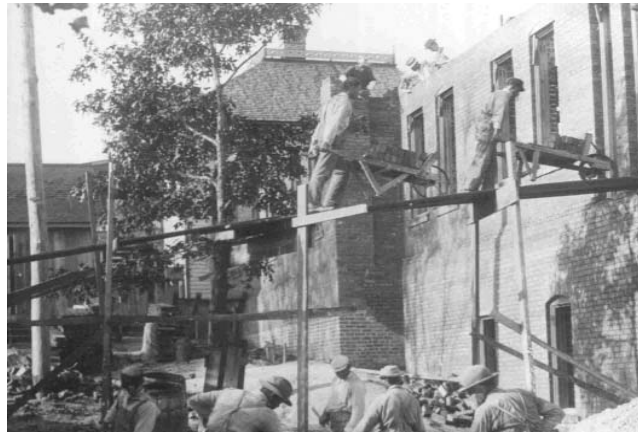
Relevant to curriculum:	1	2	3
Suitable for class size:	1	2	3
Appropriate Length:	1	2	3
Content for age group:	1	2	3

Use program in future:	1	2	3
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Ranger effectiveness:	1	2	3
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## The Oaks Classroom



A thematic unit on Tuskegee Development Featuring:

Internet Field Trip  
Classroom Vote  
Creating a National Park Brochure  
Record Keeping  
Small-Group Discussions

Meets Alabama Curriculum Objectives for

### 5th GRADE





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# 5th Grade Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## The George Washington Carver Classroom

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### TO THE TEACHER

Thank you for participating in the Tuskegee National Historic Site education program. The program provides an interdisciplinary learning experience for students which corresponds with Alabama curriculum objectives.

The theme of your program is "Tuskegee Development." Students will learn about the cultural resources and natural resources of the Site by learning about how the town of Tuskegee developed over time. The pre-visit activities included in this packet are specific to the theme of your program and should be presented prior to your visit. The Park Ranger conducts the on-site instruction with assistance in discussion and discipline by the teacher. The post-site activities are designed to reinforce and build upon the Site experience. Please feel free to contact the Site at (334) 727-3200 if you have any further questions.

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### CLASSROOM PARAMETERS

Target Class Size:	30-60 5th Grade students
Curriculum areas:	Language Arts, Science, and Social Studies
Site:	The George Washington Carver Museum
Learning Strategies:	A hands-on investigation of Tuskegees' development through the years since the founding in 1881 of Tuskegee Institute.
Pre-Site:	Pre-site activities
On-Site:	10:00 a.m. to 1:00 p.m. (we are flexible). An introduction by Park Ranger will be followed by an activity on tourism development in Tuskegee. Break for lunch. Students will then conduct an activity on the agricultural development of Tuskegee.
Post-site:	Post-site activities, and evaluation.







## The Oaks Classroom

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### LOGISTICAL INFORMATION

#### Important Reminders for a Successful Program

Map:	A map of the classroom and surrounding area is included in this guide. If you need specific directions to the George Washington Museum, please contact the Site at (334) 727-3200 between the hours of 9:00 a.m. and 4:30 p.m. central standard time.
Where to meet:	All students, teachers, and chaperones will meet the Park Ranger at the bus parking area behind the "Oaks". The "Oaks" is located approximately 100 yards east of the main entrance across the street (Old Montgomery Road) from the campus. The students will be taken directly to the George Washington Carver Museum for a restroom break. The introduction will begin after returning to the "Oaks" following the restroom break.
Restrooms:	Restrooms are located in the George Washington Carver Museum. It is important that students use the restroom when arriving because the activities will be conducted at the "Oaks" where there are no restroom facilities.
Lunch:	Lunches will be kept on the bus for the duration of the program. Tuskegee National Historic Site's Parks as Classroom department has an outdoor area behind the "Oaks" available for schools who visit the site. The area has no restroom facilities, or tables at this time, but students may sit in the grass on good weather days. Teachers will need to discuss other alternatives in the case of adverse weather.
Weather Conditions:	Please remind students, the day before your Site visit, to wear appropriate footwear and clothing for a program that includes outdoor time. Flip flops and sandals are not recommended. Temperatures and weather may be unpredictable. Call the Division of Resource Education (334) 727-3200 if weather is a concern.
Discipline:	The teacher is responsible for discipline during the program. Please remind your chaperones that they will be expected to assist with this duty.
Chaperones:	The program is designed for a class of up to 60 students. Maximum sized groups will be divided in half. We require that a minimum of one teacher and/or chaperone be available for every eight students to maintain a positive and rewarding learning experience. Please share materials with the chaperones so that they may be prepared for the program and have the opportunity to interact with the students.
Safety:	Please review and be aware of safety concerns addressed in the pre-site lesson. Notify the Park Ranger of any special concerns or medical conditions.
Cancellations:	Should anything unforeseen occur preventing you from keeping your appointment, please contact the Division of Resource Education at (334) 727-3200 to notify us of your late arrival or cancellation. Late arrivals may impact other scheduled groups and will result in an activity being cut from the program. Being more than 15 minutes late may result in your forfeiting your entire program.



## The Oaks Classroom

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### BACKGROUND INFORMATION Site Description

Nat'l Park Service:



The National Park Service is charged with the management and preservation of the nation's most precious natural and cultural resources. These resources are woven into our natural heritage, and they provide opportunities for recreation, appreciation of beauty, historical reflection, cultural enrichment, and environmental education.

The future vision of the service includes protection of Park resources; access and enjoyment for all people; education and interpretation to convey contributions of each Park unit and the Park system to the nation's values, character, and experience; continuing science, research, and resource management to effectively manage and protect Park resources.

Tuskegee Institute NHS:



Tuskegee National Historic Site is the location of one of America's first southern African-American industrial schools. The school's founder was Booker T. Washington, and his work at Tuskegee helped him to become one of the greatest African-American leaders of his time. Booker T. Washington hired George Washington Carver who also became an American icon.

Tuskegee was operated by African-Americans during an era of repression in the late 1800s, and it became a beacon of hope for African-Americans. The school successfully merged education and industry to sustain the campus and community, as well as provide goods and services for commercial markets. Tuskegee University continues to foster the mission envisioned by Booker T. Washington as a center of influence in developing leaders who impact politics, economics, education, the military and arts and sciences. The University continues to foster the examples set by George Washington Carver, and other professors, to be a center for application-based research and social research.

Tuskegee Industrial School, and now Tuskegee University, played and continues to play a significant role in the ascent of African-Americans into mainstream America. As the first principal of Tuskegee from 1881 through 1915, Booker T. Washington showcased his talents and provided a national stage for himself and other individuals associated with the institution.

# 5th Grade Unit

National Park Service

U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## The Oaks Classroom

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### ALABAMA CURRICULUM CORRELATIONS Fifth Grade

Social Studies Skills to be explored:

- Analyze the social, political, and economic aspects of Reconstruction
- Assess significant features of the Civil War

Language Arts Skills to be explored:

- Read grade-level texts aloud and silently with fluency and comprehension
- Read and review literature representative of various cultures, eras, genres, and ideas to develop an appreciation of their heritage and that of others
- Exhibit the habit of writing on a daily basis in academic, social, and/or personal situations
- Organize content of written compositions with attention to basic characteristics
- Know and apply principles of grammar. The usage in writing, speaking, presenting and apply mechanics in writing
- Spell correctly in final written products
- Write legibly in cursive
- Use computers for expression



## GEORGE WASHINGTON CARVER CLASSROOM

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### INTRODUCTION Fifth Grade

The Tuskegee Institute National Historic Site's fifth grade unit is designed to lead fifth grade students to the discovery of community development. Tuskegee Institute National Historic Site's Parks-as-Classroom will use the school's history to relate to students why it is important to understand what effects the development of communities. Historically, Tuskegee Institute supplied industry and education to the town of Tuskegee. During Tuskegee's early development, the understanding of regional resources and agriculture was very important. Tuskegee has since become a historic area attracting thousands each year.

Using the link between the school's development and that of the town of Tuskegee, students will grasp an understanding of how communities develop around the resources available in the region. After learning of historic resources of this region, Rangers explain how the historic significance has added a resource that the town of Tuskegee can continue to develop. Using Booker T. Washington's home, the George Washington Carver Museum, and the Tuskegee University as examples, Rangers will explain what draws tourists to the region today. Rangers will build on the pre-site information so it is important that teachers cover the information prior to their visit.

The fifth grade pre-visit activities introduce the students to the town of Tuskegee and its history, some new vocabulary, and safety preparation for the visit. Rangers will use the on-site activities to build upon the students' understanding of community, and the history of Tuskegee Institute National Historic Site. On-site activities will use the site's resources to demonstrate the lessons learned with hands-on minds-on methods.

The Tuskegee Institute National Historic Site's Parks-as-Classroom program will strive to create a memorable experience for the students so that the lessons learned will be better retained. The post-site activities will allow teachers to evaluate and reinforce the lessons that were taught in the pre and on-site activities.

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# 5th Grade Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## The Oaks Classroom

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### PRE-SITE LESSON Internet Field Trip

Duration:	30-45 Minutes
Location:	School Classroom
Materials:	Internet, pencils, and worksheets
Thematic unit:	Tuskegee Development
Curriculum areas:	Social Studies

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### INSTRUCTIONAL STRATEGIES

Learning Objectives:	The students will be able to: 1) complete the worksheet (following page) on the life of George Washington Carver; 2) understand the significance of Tuskegee in the life of Dr. Carver
Teacher Task (set):	Introduce the theme of "Tuskegee" and the Internet Field Trip.
Teacher task (overview):	Explain to students that they will be using the Internet to travel back in time into the life of George Washington Carver. While on this field trip, they will complete the worksheets that pertain to Dr. Carver's life.
Teacher task (introduction):	Use a chalk board to write the following websites: 1) <a href="http://graceproducts.com/carver/carver">graceproducts.com/carver/carver</a> 2) <a href="http://lib.iastate.edu/spcl/gwc/bio/resources/products">lib.iastate.edu/spcl/gwc/bio/resources/products</a> 3) <a href="http://nps.tuin.gov">nps.tuin.gov</a>
Student task:	Listen to instructions, and complete activities.
Teacher task (closure):	Follow instructions on the activities and explain to the students that they can find all of the answers to the worksheet questions on the websites.
Student assessment:	Student's participation in activity.
Challenge activities:	Have students draw and label pictures of Dr. Carver's (laboratory in Tuskegee) and creations. Also, have them list items that may be found in their own homes (peanut and sweet potato products).
Plan for re-teaching:	Have students research on the Internet, words such as Tuskegee Institute, Booker T. Washington, Macon County, cotton, peanut, and sweet potato. Students can create their own Internet field trip for other groups of students.

# 5th Grade Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## The Oaks Classroom

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### PRE-SITE LESSON Fifteenth Amendment

Duration:	30-45 Minutes
Location:	School classroom
Materials:	Chalkboard, Internet, pencils, and paper
Thematic units:	Tuskegee Development
Curriculum areas:	Social Studies and Language Arts

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### INSTRUCTIONAL STRATEGIES

Learning Objectives:	The students will be able to: 1) understand the meaning of the Fifteenth Amendment; 2) identify the impact of the amendment on the citizens of Tuskegee; 3) participate in the voting process
Teacher Task (set):	Discuss with the class the theme of Tuskegee and the impact that the fifteenth amendment had on the town of Tuskegee (and the area of Macon County).
Teacher task (overview):	Explain to students that they will be learning about the fifteenth amendment, which gave some people the right to vote. This right gave some citizens of the city of Tuskegee and Macon County a chance to make changes in their communities.
Teacher task (introduction):	Begin discussion with the class by explaining how the voting process works and how each and every vote counts. Explain to students that they will be conducting a class-wide vote. Also, tell the students that government officials such as the mayor, the governor, and the president are all elected by the voting process.
Student task:	Listen to instruction and complete activity.
Teacher task (closure):	Create a class vote. Have students first nominate candidates for positions such as class president, most athletic, class secretary, most studious, etc. (In lieu of these positions, students may conduct a "mock vote" for positions such as mayor and city council seats.) After the nominations are complete, students should privately vote, on paper, for their selections for each position. After the votes are tallied, tell students that all votes entered by students with blue eyes and all votes by students with brown hair will be eliminated. (This will demonstrate the effects that the lack of voter rights had on the African-American citizens of Tuskegee and Macon County, who represented much of the area's population.) At this point, announce the winners of the respective categories, before and after the elimination.

# 5th Grade Unit

National Park Service

U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



Student assessment: Participation in the nomination and voting process.

Challenge activities: Have students research the 15th amendment on the Internet. They may then use a word processor to write a multi-paragraph document discussing the main points of the amendment and how it affected the citizens of Tuskegee and Macon County. Students should also explain how society is affected by the right to vote.

Plan for re-teaching: Have students complete a copy of the voter registration form that they will fill out when they turn eighteen.





## The George Washington Carver Classroom

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### ON-SITE LESSON National Park brochure

Duration:	45 minutes
Location:	George Washington Carver Classroom
Materials:	Pencils, paper, crayons, and markers
Thematic Unit:	Tuskegee Development
Curriculum areas:	Social Studies and Language Arts

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### INSTRUCTIONAL STRATEGIES

Learning Objectives:	The students will be able to: 1) create a national park brochure
Teacher task (set):	Explain to students that they will be creating their own national park brochure for the George Washington Carver Museum, which is located in Tuskegee, Alabama.
Teacher task (overview):	Explain to the students that the George Washington Carver Museum is a national park. Each national park has its own brochure containing information about that particular park.
Student task (instruction):	Have the students first walk around the outside of the museum to record a list of the various landmarks and names of adjacent buildings. Students should also make note of trees, plants, signs, and the shape of the building.
Student task:	Follow instructions. Work should be done individually.
Teacher task (closure):	Allow the students to ask pertinent questions to the park ranger. When the outdoor information is gathered, students will reenter the building to get an idea of the contents of the museum and to create the brochure. Students will take a blank piece of computer paper and fold it in half. On the outside should be a picture of the building and the surrounding scenery. On the inside should be drawings of some of the museum's contents and a description of what the museum has to offer. Also listed should be the location of the museum, city and state (Tuskegee, Alabama).
Student assessment:	Participation in the activity and follow up discussion.
Challenge activities:	Upon returning to the school classroom, have the students recreate a national park brochure. This time, students should list some information that they learned on the field trip at the museum. They should also suggest to the park service how they should make changes in the official brochure.
Plans for re-teaching:	Have the students create a brochure for their school or for their classroom.

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## The George Washington Carver Classroom

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### ON-SITE LESSON The Peanut

Duration:	45 minutes-1 hour
Location:	George Washington Carver
Materials:	Peanuts in shell, bowls, rulers, pencil, paper
Thematic Unit:	Tuskegee Development
Curriculum areas:	Social Studies and Science

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### INSTRUCTIONAL STRATEGIES

Learning objectives:	The students will be able to: 1) identify and record the characteristics of a peanut; 2) record the uses of the peanut; 3) create peanut butter
Teacher task (set):	Explain that the peanut was the primary focus of George Washington Carver's research at Tuskegee Institute. He did extensive work with the peanut. Explain that in this activity, students will "get to know" their peanuts through observation.
Teacher task (overview):	Explain to students that Dr. Carver discovered many uses for the peanut that benefited the residents of Tuskegee and Macon County. He encouraged the local farmers to switch their crops from cotton to peanuts. This change in the type of crop was needed because of two reasons. First, the boll weevil was destroying the cotton crop. Second, cotton was depleting the soil of nitrogen; the peanut replaced the nitrogen.
Teacher task (instruction):	After explaining Dr. Carver's research of the peanut, instruct the students to group into teams of four. Each group of students will receive a bowl of peanuts in the shell, a ruler, pencils, and paper. Each student is to take one peanut. After selecting a peanut, the students will record as many facts as possible about the peanut (diagram, measurement, and description of the peanut, color, and shape).
Student task:	Follow instructions. Students should record every piece of information as possible. *Students should avoid breaking the shell of the peanut.
Teacher task (closure):	After each student has created his/her list, have him or her return the peanuts to the bowl. The students should again choose a peanut at random. After a different peanut is chosen, the students may check each other's notes to match the peanut with the corresponding group member. Explain to the students the importance of keeping accurate records.
Student assessment:	Participation in the activity (and post activity discussion).

# 5th Grade Unit

National Park Service

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Tuskegee Institute National Historic Site  
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Challenge activities: Have students walk through the museum to record some of the uses that Dr. Carver derived from the peanut. They may also list some uses of the peanut in their own homes. After the lists are complete, the students will gather as a class to create peanut butter. This will be done with the park ranger.

Plans for re-teaching: The following is a lot of activities to help reinforce the themes covered during your past visit. a. Have the class vote on an idea for a tourist attraction for the city of Tuskegee. b. Have the students divide into small groups to create an item for the park service to sell at the museum. Have students create this item out of the peanut or the shell. c. For practicing record keeping, have the students record how many times within a month he/she eats or uses a derivative of the peanut; peanut butter, peanut brittle, peanut oil, etc. \*Feel free to send these ideas to the museum.



## The Peanut Man: George Washington Carver

1. Why was Dr. George Washington Carver nicknamed "The Peanut Man"?
2. What was important about Tuskegee, Alabama?
3. Name one of the food items besides peanuts that Dr. Carver worked with to create new products.
4. True or False: Dr. Carver came from a very wealthy family.
5. Name the founder of Tuskegee Institute.
6. The peanut came from Asia, Europe or Africa?
7. Finish Mr. Carver's famous saying:  
"Nothing is useless. A weed is simply a \_\_\_\_\_ growing in the wrong place."
8. Name one product Dr. Carver discovered that comes from peanuts.

### Essay Question

Dr. Carver taught us about generosity and selflessness. How can you apply this to your life?



## The Oaks Classroom

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### POST-SITE LESSONS Emancipation Proclamation

Overview:	During the field trip to Tuskegee, we learned about the changes that had taken place in the city over the years. We will learn more about the changes which affected the city. The Emancipation Proclamation brought about freedom to the slaves. After freedom was gained, people could move about as they pleased. Booker T. Washington moved to Tuskegee, Alabama to form the Tuskegee Institute. As this school began to grow, Mr. Washington invited many free men to join him at his new school. In this lesson, we will learn more about the Emancipation Proclamation.
Student task:	Students will read the Emancipation Proclamation. Students will write a two-page letter with a topic sentence, stated purposes, supporting sentences, and closing. Students will group together for small-group discussions.
English Language Arts:	Have the teacher explain to the students that, after the Civil War was over, President Abraham Lincoln freed the slaves. He made the country aware of this freedom by writing the Emancipation Proclamation. Have the students read the Emancipation Proclamation. After reading this document, students should pretend to be a newly freed person and write a letter to a friend telling them of their plans for his/her own life now that they are free. After this letter is written, students may keep journal entries for the next several days telling of how their lives are changing since being freed.
Social Studies:	Have the teacher tell the students to gather into small groups to discuss the impact that the Emancipation Proclamation had on American business, immigration, migration, and towns such as Tuskegee, Alabama. Each group member should record at least one change that was made in this country as a result of the ending of slavery. Each group should elect a leader to read the findings to the entire class.



## THE EMANCIPATION PROCLAMATION:

By the President of the United States of America: Abraham Lincoln

### A PROCLAMATION

Whereas on the 22nd day of September, A.D. 1862, a proclamation was issued by the President of the United States, containing, among other things, the following, to wit:

"That on the 1st day of January, A.D. 1863, all persons held as slaves within any State or designated part of a State the people whereof shall then be in rebellion against the United States shall be then, thenceforward, and forever free; and the executive government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.

"That the executive will on the 1st day of January aforesaid, by proclamation, designate the States and parts of States, if any, in which the people thereof, respectively, shall then be in rebellion against the United States; and the fact that any State or the people thereof shall on that day be in good faith represented in the Congress of the United States by members chosen thereto at elections wherein a majority of the qualified voters of such States shall have participated shall, in the absence of strong countervailing testimony, be deemed conclusive evidence that such State and the people thereof are not then in rebellion against the United States."

Now, therefore, I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-In-Chief of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this 1st day of January, A.D. 1863, and in accordance with my purpose so to do, publicly proclaimed for the full period of one hundred days from the first day above mentioned, order and designate as the States and parts of States wherein the people thereof, respectively, are this day in rebellion against the United States the following, to wit:

Arkansas, Texas, Louisiana (except the parishes of St. Bernard, Palquemines, Jefferson, St. John, St. Charles, St. James, Ascension, Assumption, Terrebone, Lafourche, St. Mary, St. Martin, and Orleans, including the city of New Orleans), Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia (except the forty-eight counties designated as West Virginia, and also the counties of Berkeley, Accomac, Morthampton, Elizabeth City, York, Princess Anne, and Norfolk, including the cities of Norfolk and (Portsmouth), and which excepted parts are for the present left precisely as if this proclamation were not issued.

And by virtue of the power and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States and parts of States are, and henceforward shall be, free; and that the Executive Government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.

And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self-defence; and I recommend to them that, in all case when allowed, they labor faithfully for reasonable wages.

And I further declare and make known that such persons of suitable condition will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.

# 5th Grade Unit

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And upon this act, sincerely believed to be an act of justice, warranted by the Constitution upon military necessity, I invoke the considerate judgment of mankind and the gracious favor of Almighty God.

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On Jan. 1, 1863, U.S. President Abraham Lincoln declared free all slaves residing in territory in rebellion against the federal government. This Emancipation Proclamation actually freed few people. It did not apply to slaves in border states fighting on the Union side; nor did it affect slaves in southern areas already under Union control. Naturally, the states in rebellion did not act on Lincoln's order. But the proclamation did show Americans--and the world--that the civil war was now being fought to end slavery.

Lincoln had been reluctant to come to this position. A believer in white supremacy, he initially viewed the war only in terms of preserving the Union. As pressure for abolition mounted in Congress and the country, however, Lincoln became more sympathetic to the idea. On Sept. 22, 1862, he issued a preliminary proclamation announcing that emancipation would become effective on Jan. 1, 1863, in those states still in rebellion. Although the Emancipation Proclamation did not end slavery in America--this was achieved by the passage of the 13TH Amendment to the Constitution on Dec. 18, 1865--it did make that accomplishment a basic war goal and a virtual certainty.



# 5th Grade Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## The Oaks Classroom

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### VOCABULARY

Emancipation:	To be set free
Museum:	A place where someone can view important historical artifacts
National Park:	An area of land protected by the government for the enjoyment of citizens. This area also includes plants, animals, streams and historic buildings
Park Ranger:	Someone who is responsible for protecting everything in a National Park

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### SUGGESTED REFERENCES

George Washington Carver, Botanist  
By Gene Adair



## Tuskegee Institute NHS Parks as Classroom

We are glad you had the opportunity to participate in the education program at Tuskegee National Historic Site. Please help us continue to improve and develop this program by taking a few minutes to complete this form. We know how valuable your classroom time is, and we want to insure our curriculum and programs are serving your needs. Thank you for your time. Please return to Tuskegee National Historic Site, Division of Resource Education, 1212 West Montgomery Road, Tuskegee, AL 36088.

Name of School: \_\_\_\_\_  
Address: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_ Grade Level: \_\_\_\_\_  
Program Title: \_\_\_\_\_ Date of Visit: \_\_\_\_\_  
Name of Ranger(s): \_\_\_\_\_

How did you learn about this program? \_\_\_\_\_  
Was the reservation system convenient? \_\_\_\_\_ Yes \_\_\_\_\_ No  
Did you have everything you needed to prepare for the Trip? \_\_\_\_\_ Yes \_\_\_\_\_ No  
Suggestions: \_\_\_\_\_

How did you prepare for the visit? \_\_\_\_\_

Please comment on the strengths and weaknesses of the program/presenter and any methods/materials utilized.

What was the best part of the educational experience? \_\_\_\_\_

Please circle your response to the following questions:

1 (high/agree) 2 (medium/okay) 3 (low/disagree)

Overall Evaluation

Usefulness from curriculum standpoint:	1	2	3
Quality:	1	2	3
Interest level of students:	1	2	3
Age Appropriate:	1	2	3

Program:

Relevant to curriculum:	1	2	3
Suitable for class size:	1	2	3
Appropriate Length:	1	2	3
Content for age group:	1	2	3

Use program in future:	1	2	3
Ranger effectiveness:	1	2	3



## The Oaks Classroom



A thematic unit on Teamwork Featuring:

Diary Entries  
Creating a Bulletin Board  
Creating a Passport  
Descriptive Writing  
Poem Writing  
Creative Writing  
Small-Group Discussions  
Internet Scavenger Hunt

Meets Alabama Curriculum Objectives for

## 6th GRADE





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# 6th Grade Unit

National Park Service  
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## The Oaks Classroom

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### TO THE TEACHER

Thank you for participating in the Tuskegee National Historic Site education program. The program provides an interdisciplinary learning experience for students on the natural and cultural resources of the Site with Alabama curriculum objectives.

The theme of your program is "Teamwork." Students will learn about the cultural resources of the Site by learning to appreciate the scientific innovations of George Washington Carver. The pre-visit activities included in this packet are specific to the theme of your program and should be presented prior to your visit. The Park Ranger conducts the on-site instruction with assistance in discussion and discipline by the teacher. The post-site activities are designed to reinforce and build upon the Site experience. Please feel free to contact the Site at (334) 727-3200 if you have any further questions.

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### CLASSROOM PARAMETERS

Target Class Size:	25-50 Sixth Grade students
Curriculum areas:	English Language Arts and Social Studies
Site:	George Washington Carver Museum
Learning Strategies:	Use listening skills to communicate with the Ranger. Communicate with the Ranger during questions and answer sessions. Also use observation skills in learning about the resources of the historic site. Learn the importance of affective teamwork. Utilize creative skills while writing.
Pre-Site:	Pre-site activities
On-Site:	9:00 a.m. to 12:00 p.m. (we are flexible). An introduction by Park Ranger will be followed by a "teamwork" activity. Students will complete writing projects.
Post-site:	Post-site activities, and evaluation.





## The Oaks Classroom

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### LOGISTICAL INFORMATION Important Reminders for a Successful Program

Map:	A map of the classroom and surrounding area is included in this guide. If you need specific directions to the George Washington Museum, please contact the Site at (334) 727-3200 between the hours of 9:00 a.m. and 4:30 p.m. central standard time.
Where to meet:	All students, teachers, and chaperones will meet the Park Ranger at the bus parking area behind the "Oaks". The "Oaks" is located approximately 100 yards east of the main entrance across the street (Old Montgomery Road) from the campus. The students will be taken directly to the George Washington Carver Museum for a restroom break. The introduction will begin after returning to the "Oaks" following the restroom break.
Restrooms:	Restrooms are located in the George Washington Carver Museum. It is important that students use the restroom when arriving because the activities will be conducted at the "Oaks" where there are no restroom facilities.
Lunch:	Lunches will be kept on the bus for the duration of the program. Tuskegee National Historic Site's Parks as Classroom department has an outdoor area behind the "Oaks" available for schools who visit the site. The area has no restroom facilities, or tables at this time, but students may sit in the grass on good weather days. Teachers will need to discuss other alternatives in the case of adverse weather.
Weather Conditions:	Please remind students, the day before your Site visit, to wear appropriate footwear and clothing for a program that includes some outdoor time. Flip flops and sandals are not recommended. Temperatures and weather may be unpredictable. Call the Division of Resource Education (334) 727-3200 if weather is a concern.
Discipline:	The teacher is responsible for discipline during the program. Please remind your chaperones that they will be expected to assist with this duty.
Chaperones:	The program is designed for a class of up to 60 students. Maximum sized groups will be divided in half. We require that a minimum of one teacher and/or chaperone be available for every eight students to maintain a positive and rewarding learning experience. Please share materials with the chaperones so that they may be prepared for the program and have the opportunity to interact with the students.
Safety:	Please review and be aware of safety concerns addressed in the pre-site lesson. Notify the Park Ranger of any special concerns or medical conditions.
Cancellations:	Should anything unforeseen occur preventing you from keeping your appointment, please contact the Division of Resource Education at (334) 727-3200 to notify us of your late arrival or cancellation. Late arrivals may impact other scheduled groups so being more than 10 minutes late will result in an activity being cut from the program. Being more than 15 minutes late may result in your forfeiting your entire program.



## The Oaks Classroom

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### BACKGROUND INFORMATION Site Description

Nat'l Park Service:



The National Park Service is charged with the management and preservation of the nation's most precious natural and cultural resources. These resources are woven into our natural heritage, and they provide opportunities for recreation, appreciation of beauty, historical reflection, cultural enrichment, and environmental education.

The future vision of the service includes protection of Park resources; access and enjoyment for all people; education and interpretation to convey contributions of each Park unit and the Park system to the nation's values, character, and experience; continuing science, research, and resource management to effectively manage and protect Park resources.

Tuskegee NHS:



Tuskegee National Historic Site is the location of one of America's first southern African-American industrial schools. The school's founder was Booker T. Washington, and his work at Tuskegee helped him to become one of the greatest African-American leaders of his time. Booker T. Washington hired George Washington Carver who also became an American icon.

Tuskegee was operated by African-Americans during an era of repression in the late 1800s, and it became a beacon of hope for African-Americans. The school successfully merged education and industry to sustain the campus and community, as well as provide goods and services for commercial markets. Tuskegee University continues to foster the mission envisioned by Booker T. Washington as a center of influence in developing leaders who impact politics, economics, education, the military and arts and sciences. The University continues to foster the examples set by George Washington Carver, and other professors, for be a center for application-based research and social research.

Tuskegee Industrial School, and now Tuskegee University, played and continues to play a significant role in the ascent of African-Americans into mainstream America. As the first principal of Tuskegee from 1881 through 1915, Booker T. Washington showcased his talents and provided a national stage for himself and other individuals associated with the institution.



The Oaks Classroom

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## **ALABAMA CURRICULUM CORRELATIONS Sixth Grade**

Language Arts Skills to be explored:

- Select and indicate preferences for sources of information
- Use study processes to manage information
- Respond with understanding and empathy to information read, viewed, and heard
- Use the writing process when composing various forms of written expression
- Compose using recognized literature as models
- Spell correctly in final written works
- Compose and present using various techniques for different audiences

Social Studies Skills to be explored:

- Review major changes in America from 1879 to 1900
- Examine prominent leaders and significant people from 1900-1928



# 6th Grade Unit

National Park Service  
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Tuskegee Institute National Historic Site  
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## GEORGE WASHINGTON CARVER CLASSROOM

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### INTRODUCTION Sixth Grade

The Tuskegee Institute National Historic Site's sixth grade unit is designed to lead sixth grade students to the discovery of teamwork. Tuskegee Institute National Historic Site's Parks-as-Classroom will use the school's history to relate to students why it is important to understand what effects teamwork has had on the school's development. Historically, Tuskegee Institute supplied industry and education to the town of Tuskegee. During Tuskegee's early development, the teamwork involving regional resources and agriculture were very important. Tuskegee has since become a historic area attracting thousands of visitors each year, and teamwork can result in the tourism becoming a regional industry.

Using the link between the school's development and the teamwork that it took to build the school, students will grasp the understanding of how a team can accomplish its goals and objectives. After learning of the team that Booker T. Washington created to start the school, Rangers will explain the importance of the creation and development of Tuskegee Institute. Tuskegee University Campus, the new and old buildings, and the history surrounding Booker T. Washington and his staff, Rangers will explain how teamwork brought Tuskegee from its creation to the University that it is today. Rangers will build on the pre-site information so it is important that teachers cover the pre-visit information.

The sixth grade pre-visit activities introduce the students to the Booker T. Washington and his writings. Rangers will use the on-site activities to build upon the students understanding of autobiographies, teambuilding skills, and the history of Tuskegee Institute National Historic Site. On-site activities will use the site's resources to demonstrate the lessons learned with hands-on minds-on methods.

The Tuskegee Institute National Historic Site's Parks-as-Classroom program will strive to create a memorable experience for the students so that the lessons learned will be better retained. The post-site activities will allow teachers to evaluate and reinforce the lessons that were taught in the pre and on-site activities.

The Tuskegee Institute National Historic Site's Parks-as-Classroom program is a flexible system that will modify for improvement based on teacher evaluations and comments. Every package contains an evaluation form that should be filled out and returned to 1212 Old Montgomery Road Tuskegee Institute, Alabama 36088.

# 6th Grade Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## The Oaks Classroom

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### PRE-SITE LESSON Diary

Duration:	30-45 Minutes
Location:	School Classroom
Materials:	Internet, books, chalkboard, pen, and paper
Thematic unit:	Teamwork
Curriculum areas:	Social Studies and Language Arts

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### INSTRUCTIONAL STRATEGIES

Learning Objectives:	The students will be able to: 1) create a diary of significant events in the life of Booker T. Washington or George Washington Carver; 2) publish a book on the life of Booker T. Washington
Teacher Task (set):	Introduce the theme of "Teamwork" and the purpose of biographies.
Teacher task (overview):	Explain to students that they will be learning about the lives of the two most influential leaders in the history of Tuskegee Institute.
Teacher task (introduction):	Use a chalk board to illustrate to students the format of a diary. Have the students first research the life of Booker T. Washington (on the Internet and in library books). Explain to students that they will create a five-page diary entry. These diary entries will detail the daily activities of Booker T. Washington's journey to Tuskegee and his founding of the college. Students may use creativity and put some of the events into their own words. Although most events may not be described as day-to-day activities, students may treat years as days.
Student task:	Listen to instructions, and complete activities.
Teacher task (closure):	Follow instructions on the activities and explain to the students how they can find all pertinent information in history books and on the Internet. Each student should focus on a specific event in Mr. Washington's life.
Student assessment:	Student's participation in activity.
Challenge activities:	Have students pair together with a partner. Have the teacher assign each pair of students an event, in Booker T. Washington's life, to consider. Using the research material that was acquired in the previous activity, students will publish a book. Each pair of students will contribute a 3-5-paragraph page to the book. Events should, naturally, be in chronological order. Have the class bind the pages together and place a cover on the outside with a label. *Bring the book on the field trip to Tuskegee. The completed book should demonstrate to the class the importance of teamwork.
Plan for re-teaching:	Have students create diary entries of a fictional boy or girl who is traveling to Tuskegee - for vacation, to visit relatives, to attend college, to relocate, or to merely visit.

# 6th Grade Unit

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Tuskegee Institute National Historic Site  
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## The Oaks Classroom

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### PRE-SITE LESSON Tuskegee Bulletin Board

Duration:	30-45 Minutes
Location:	School classroom
Materials:	Books, magazines, Internet, pen, and paper
Thematic units:	Teamwork
Curriculum areas:	English Language Arts

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### INSTRUCTIONAL STRATEGIES

Learning Objectives:	The students will be able to: 1) create a bulletin board that includes the features of Tuskegee Institute National Historic Site; 2) create an imitation passport to Tuskegee
Teacher Task (set):	Discuss with the class the theme of Teamwork and the impact that George Washington Carver and Booker T. Washington had on Tuskegee Institute.
Teacher task (overview):	Explain to students that they will be creating a bulletin board that represents the Tuskegee Institute National Historic Site. The Site includes the George Washington Carver Museum, the Oaks (home of Booker T. Washington), and the campus of Tuskegee University.
Teacher task (introduction):	Begin discussion with the class by explaining that Tuskegee Institute was founded in 1881 by Booker T. Washington. Mr. Washington, along with his faculty and students, built the school. In 1896, George Washington Carver arrived at Tuskegee Institute as the professor of Agriculture. Have students create the bulletin board by including all features of the Historic Site. Students should work together in pairs. Pictures of the college, Mr. Washington, and Dr. Carver may all be found on the Internet. Students may draw their own impressions of the men and the college, also. Magazine cutouts may also be used.
Student task:	Follow instructions and complete assignment.
Teacher task (closure):	Encourage teams to each have a unique input into the project. For example, the border and background colors can be the same as Tuskegee's which are gold and burgundy. Students may include streets, trees, students, buildings, the Oaks, pictures/drawings of the two men, etc. *Have students take a picture of the bulletin board to bring on the field trip.

# 6th Grade Unit

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Tuskegee Institute National Historic Site  
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Student assessment:	Completion of the bulletin board. Students should recognize the result of affective team work.
Challenge activities:	Have students create a "Tuskegee Passport." Students will create a mock passport that includes their picture (or drawing), name, address (of school), age, and grade level. The passport may be a piece of computer paper or black construction paper folded in half. *Have students present the passport as admission into the George Washington Carver Museum.
Plan for re-teaching:	Have students read and complete a book report on "George Washington Carver Botanist," by Gene Adair.

# 6th Grade Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## The George Washington Carver Classroom

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### ON-SITE LESSON Tuskegee Campus

Duration:	45 minutes
Location:	George Washington Carver Classroom
Materials:	Notebook and paper
Thematic Unit:	Teamwork
Curriculum areas:	Social Studies and English Language Arts

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### INSTRUCTIONAL STRATEGIES

Learning Objectives:	The students will be able to: 1) define and explain the term "teamwork"; 2) describe the features of the campus of Tuskegee University
Teacher task (set):	Explain to students that they will be learning about teamwork and how it played a vital part in the creation of Tuskegee Institute.
Teacher task (overview):	Explain to the students that Booker T. Washington founded Tuskegee Institute in 1881. Mr. Washington and his faculty and students together built the school, by utilizing teamwork. Through teamwork, the original buildings and Mr. Washington's home was built.
Student task (instruction):	Have the students take a tour of the campus of Tuskegee University. While touring, students will take notes of significant features of the campus. The teacher should point out that the students made the buildings' bricks.
Student task:	Follow instructions. Students should note as many features as possible.
Teacher task (closure):	Upon returning to the park classroom, students will write a 1 page descriptive essay. This essay will be taken from notes written while on the tour of the campus. Students will thoroughly describe the campus, and explain why it was necessary to use teamwork to build the campus.
Student assessment:	Participation in the activity and follow up discussion.

# 6th Grade Unit

National Park Service  
U.S. Department of the Interior

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## Challenge activities:

Have students form groups of four. Students will follow these steps:

- a) define "teamwork" (tell students that the builders of Tuskegee Institute were a team)
- b) brainstorm 3-5 words that mean teamwork to them; discuss among group members
- c) have each group read its definition to the class
- d) groups will come up with 3 guidelines (rules), for working in groups, which will help all groups succeed
- e) everyone will draw a picture of a brick (symbolizing the construction of Tuskegee Institute) and write the names of their group members in it
- f) everyone will label the drawing "teamwork" ; each group will put their definition of teamwork on the bottom of the drawing

## Plans for re-teaching:

Have students pair with a partner to create a crossword puzzle that relates to their experience at Tuskegee.

# 6th Grade Unit

National Park Service  
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## The George Washington Carver Classroom

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### ON-SITE LESSON Tuskegee Institute

Duration:	30 minutes
Location:	George Washington Carver
Materials:	Pen and paper
Thematic Unit:	Teamwork
Curriculum areas:	Social Studies and Language Arts

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### INSTRUCTIONAL STRATEGIES

Learning objectives:	The students will be able to: 1) write a poem about teamwork; 2) complete a worksheet on the life of George Washington Carver; 3) create words from the letters of words that relate to Tuskegee Institute
Teacher task (set):	Explain that George Washington Carver's skills played a vital part of the teamwork that took place at Tuskegee Institute. He also taught the local farmers valuable lessons through their teamwork process
Teacher task (overview):	Explain to students that Booker T. Washington hired Dr. Carver to be part of his faculty team. Dr. Carver was in charge of the Agriculture Department. His innovations benefited the school and the county.
Teacher task (instruction):	Have the students tour the George Washington Carver Museum. When the tour is complete, read the poem Equipment. Explain that the poem was Dr. Carver's favorite because it talked about using your talents and skills to the best of your ability. Have the students group into pairs. Have each pair of students write a poem of their own that relates to the teamwork that took place here at Tuskegee Institute between Booker T. Washington, his students, and faculty. The poem may also relate to George Washington Carver's achievements.
Student task:	Follow instructions. Students should focus on how Tuskegee has become the prestigious University it is today through the teamwork of its past leaders.
Teacher task (closure):	After all poems are written, allow the students to read the poems to the class. *Each poem should be at least a page in length. Explain to the students that they should always try to practice teamwork.
Student assessment:	Participation in the activity (and post activity discussion).
Challenge activities:	Have students complete the George Washington Carver worksheet. When the worksheets are complete, have students create words from the letters of George Washington Carver, Booker T. Washington, and Tuskegee Institute. Each student may choose one set of words to work with.
Plans for re-teaching:	Post-site lesson



## The Oaks Classroom

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### POST-SITE LESSONS Tuskegee Institute

Overview:	During the field trip to Tuskegee, we have learned about how teamwork played an important role in the success of Tuskegee Institute. We have also seen evidence of the fact that Booker T. Washington and George Washington Carver worked together to improve the lives of many people in Tuskegee and the Macon County area.
Student task:	Students will participate in the "Internet Scavenger Hunt." Students will also write a news paper article as a group.
English Language Arts:	Have the teacher instruct the students to gather into groups of four. Explain to the students that they will be writing a "classroom" newspaper article that relates to their experience at the Tuskegee Institute National Historic Site. Students should get ideas from their local newspaper as to the title, format, and structure of articles.
Social Studies:	Have the teacher to explain to the class that they will be going on an Internet Scavenger Hunt. This Scavenger Hunt relates to the Tuskegee Institute National Historic Site. *A list of questions and websites, and an answer sheet will be provided to the teacher.





## Internet Scavenger Hunt: Tuskegee Institute

1. What is chemurgy?
2. Name a chemurgist.
3. Who was born in Diamond Grove, Missouri?
4. Who developed products such as shampoo, chili sauce, ink, and wood stains?
5. This man attended Iowa State College.
6. He attended Hampton Institute.
7. In 1881, he founded Tuskegee Institute.
8. He organized the National Negro Business League.
9. Originally known as the "Normal School for Negroes."
10. Students at this school first gathered in what type of building?
11. What was Mr. Washington's second objective?
12. He led the college into a college-degree granting program in 1927.
13. Name one of the first subjects taught at the school.
14. This President visited the school.
15. Name a person who donated large sums of money to the school.
16. Who was the principal of the Hampton Agricultural Institute?
17. Who was Lewis Adams?
18. In what state is Tuskegee located?
19. In what county is Tuskegee located?
20. Judging by your classroom map, in what direction is Tuskegee Institute from your school?



## Answers to Scavenger Hunt

1. Term used to describe the utilization of organic materials for industrial applications.
2. George Washington Carver
3. George Washington Carver
4. George Washington Carver
5. George Washington Carver
6. Booker T. Washington
7. Booker T. Washington
8. Booker T. Washington
9. Tuskegee Institute
10. A Church
11. To develop craft and occupational skills to equip students for jobs in the trades and agriculture
12. Moton
13. Brickmaking
14. McKinley
15. Carnegie
16. Samuel Armstrong
17. Black political leader in Macon County
18. Alabama
19. Macon County
20. ?????

**For the Internet Scavenger Hunt, students will search the following URLs:**

[www.princeton.edu/~mcbrown/display/chemurgy](http://www.princeton.edu/~mcbrown/display/chemurgy)  
[www.princeton.edu/~mcbrown/display/carver](http://www.princeton.edu/~mcbrown/display/carver)  
[encyclopedia.com/html/w/wshngtnB1T1.asp](http://encyclopedia.com/html/w/wshngtnB1T1.asp)  
[encyclopedia.com/html/c/carver-G1.asp](http://encyclopedia.com/html/c/carver-G1.asp)  
[nps.gov/tuin](http://nps.gov/tuin)  
[nps.gov/bowa/tuskin](http://nps.gov/bowa/tuskin)  
[spartacus.schoolnet.co.uk/usatuskegee](http://spartacus.schoolnet.co.uk/usatuskegee)

# 6th Grade Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## The Oaks Classroom

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### VOCABULARY

Teamwork:	A group of two or more people working to achieve a goal or objective
Autobiography:	A book written about oneself
National Park:	An area of land protected by the government for the enjoyment of citizens. This area also includes plants, animals, streams and historic buildings
Park Ranger:	Someone who is responsible for protecting everything in a National Park

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### SUGGESTED REFERENCES

George Washington Carver, botanist  
By Gene Adair

Equipment  
By Edgar A. Guest



## Tuskegee Institute NHS Parks as Classroom

We are glad you had the opportunity to participate in the education program at Tuskegee National Historic Site. Please help us continue to improve and develop this program by taking a few minutes to complete this form. We know how valuable your classroom time is, and we want to insure our curriculum and programs are serving your needs. Thank you for your time. Please return to Tuskegee National Historic Site, Division of Resource Education, 1212 West Montgomery Road, Tuskegee, AL 36088.

Name of School: \_\_\_\_\_

Address: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Program Title: \_\_\_\_\_ Date of Visit: \_\_\_\_\_

Name of Ranger(s): \_\_\_\_\_

How did you learn about this program? \_\_\_\_\_

Was the reservation system convenient? \_\_\_\_\_ Yes \_\_\_\_\_ No

Did you have everything you needed to prepare for the Trip? \_\_\_\_\_ Yes \_\_\_\_\_ No

Suggestions: \_\_\_\_\_

How did you prepare for the visit? \_\_\_\_\_

Please comment on the strengths and weaknesses of the program/presenter and any methods/materials utilized.

What was the best part of the educational experience? \_\_\_\_\_

Please circle your response to the following questions:

1 (high/agree) 2 (medium/okay) 3 (low/disagree)

Overall Evaluation

Usefulness from curriculum standpoint: 1 2 3

Quality: 1 2 3

Interest level of students: 1 2 3

Age Appropriate: 1 2 3

Program:

Relevant to curriculum: 1 2 3

Suitable for class size: 1 2 3

Appropriate Length: 1 2 3

Content for age group: 1 2 3

Use program in future: 1 2 3

Ranger effectiveness: 1 2 3



## The Oaks Classroom



**A thematic unit on Interdependence featuring:**

**Exploring Ecosystems  
Composing Essays and Letters  
Interviewing  
Small-Group Activities**

**Meets Alabama Curriculum Objectives for**

**7th GRADE**





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# 7th Grade Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## The Oaks Classroom

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### TO THE TEACHER

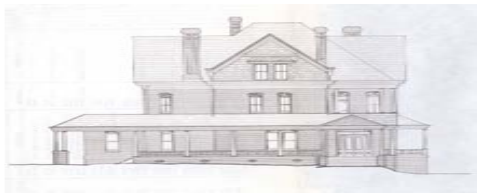
Thank you for participating in the Tuskegee National Historic Site education program. The program provides an interdisciplinary learning experience for students on the natural and cultural resources of the Site with Alabama curriculum objectives.

The theme of your program is "Interdependence." Students will learn about the cultural resources of the Site by learning about how living and non-living things in an environment are dependent on one another. The pre-visit activities included in this packet are specific to the theme of your program and should be presented prior to your visit. The Park Ranger conducts the on-site instruction with assistance in discussion and discipline by the teacher. The post-site activities are designed to reinforce and build upon the Site experience. Please feel free to contact the Site at (334) 727-3200 if you have any further questions.

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### CLASSROOM PARAMETERS

Target Class Size:	30-60 Seventh Grade students
Curriculum areas:	Science, Language Arts, and Social Studies
Site:	George Washington Carver Museum
Learning Strategies:	Use listening skills to communicate with the Ranger. Communicate with the Ranger during questions and answer sessions. Also use observation skills in learning about the resources of the historic site. Explore the uniqueness of various ecosystems. Learn about the geography of Alabama. Develop skills in writing and interviewing.
Pre-Site:	Pre-site activities
On-Site:	9:00 a.m. to 2:00 p.m. (we are flexible). An introduction by Park Ranger. Students will tour the campus of Tuskegee University for the purpose of exploring the ecosystem in this area. Students will also observe the George Washington Carver Museum and then create an "Ecosystem Bulletin" which is similar to Dr. Carver's agriculture bulletin. Students will write a pretend letter to the U.S. Government discussing the effects on their ecosystems.
Post-site:	Post-site activities, and evaluation.





## The Oaks Classroom

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### LOGISTICAL INFORMATION Important Reminders for a Successful Program

Map:	A map of the classroom and surrounding area is included in this guide. If you need specific directions to the George Washington Museum, please contact the Site at (334) 727-3200.
Where to meet:	All students, teachers, and chaperones will meet the Park Ranger at the bus parking area behind the "Oaks". The "Oaks" is located approximately 100 yards east of the main entrance across the street (Old Montgomery Road) from the campus. The students will be taken directly to the George Washington Carver Museum for a restroom break. The introduction will begin after returning to the "Oaks" following the restroom break.
Restrooms:	Restrooms are located in the George Washington Carver Museum. It is important that students use the restroom when arriving because the activities will be conducted at the "Oaks" where there are no restroom facilities.
Lunch:	Lunches will be kept on the bus for the duration of the program. Tuskegee National Historic Site's Parks as Classroom department has an outdoor area behind the "Oaks" available for schools who visit the site. The area has no restroom facilities, or tables at this time, but students may sit in the grass on good weather days. Teachers will need to discuss other alternatives in the case of adverse weather.
Weather Conditions:	Please remind students, the day before your Site visit, to wear appropriate footwear and clothing for a program that includes some outdoor time. Flip flops and sandals are not recommended. Temperatures and weather may be unpredictable. Call the Division of Resource Education (334) 727-3200 if weather is a concern.
Discipline:	The teacher is responsible for discipline during the program. Please remind your chaperones that they will be expected to assist with this duty.
Chaperones:	The program is designed for a class of 60 students. The group will be divided in half. We require that a minimum of one teacher and/or chaperone be available for every eight students to maintain a positive and rewarding learning experience. Please share materials with the chaperones so that they may be prepared for the program and have the opportunity to interact with the students.
Safety:	Please review and be aware of safety concerns addressed in the pre-site lesson. Notify the Park Ranger of any special concerns or medical conditions.
Cancellations:	Should anything unforeseen occur preventing you from keeping your appointment, please contact the Division of Resource Education at (334) 727-3200 to notify us of your late arrival or cancellation. Late arrivals may impact other scheduled groups so being more than 10 minutes late will result in an activity being cut from the program. Being more than 15 minutes late may result in your forfeiting your entire program.





## The Oaks Classroom

### BACKGROUND INFORMATION Site Description

Nat'l Park Service:



The National Park Service is charged with the management and preservation of the nation's most precious natural and cultural resources. These resources are woven into our natural heritage, and they provide opportunities for recreation, appreciation of beauty, historical reflection, cultural enrichment, and environmental education.

The future vision of the service includes protection of Park resources; access and enjoyment for all people; education and interpretation to convey contributions of each Park unit and the Park system to the nation's values, character, and experience; continuing science, research, and resource management to manage and protect Park resources.

Tuskegee Institute NHS:



Tuskegee National Historic Site is the location of one of America's first southern African-American industrial schools. The school's founder was Booker T. Washington, and his work at Tuskegee helped him to become one of the greatest African-American leaders of his time. Booker T. Washington hired George Washington Carver who also became an American icon.

Tuskegee was operated by African-Americans during an era of repression in the late 1800s, and it became a beacon of hope for African-Americans. The school successfully merged education and industry to sustain the campus and community, as well as provide goods and services for commercial markets. Tuskegee University continues to foster the mission envisioned by Booker T. Washington as a center of influence in developing leaders who impact politics, economics, education, the military and arts and sciences. The University continues to foster the examples set by George Washington Carver, and other professors, for be a center for application-based research and social research.

Tuskegee Industrial School, and now Tuskegee University, played and continues to play a significant role in the ascent of African-Americans into mainstream America. As the first principal of Tuskegee from 1881 through 1915, Booker T. Washington showcased his talents and provided a national stage for himself and other individuals associated with the institution.

# 7th Grade Unit

National Park Service

U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## The Oaks Classroom

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### ALABAMA CURRICULUM CORRELATIONS Seventh Grade

#### Social Studies Skills to be explored:

- Describe ecosystems and explain why they differ from place to place
- Relate place names with cultural and/or political perspectives
- Identify major agricultural and urban settlement types and the geographic reasons for their locations
- Identify changes over time indicating the process of urban growth in the United States

#### Science Skills to be explored:

- Analyze ways in which matter and energy flow through an ecosystem
- Identify the sun as the source of energy for all organisms
- Describe the factors that affect the growth and survival of organisms in an ecosystem

#### Language Arts Skills to be explored:

- Compose essays
- Compose and present the essays many ways using different techniques for various audiences and occasions both formal and informal
- Use study processes to manage information
- Select and indicate preference for sources of information



## GEORGE WASHINGTON CARVER CLASSROOM

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### INTRODUCTION Seventh Grade

In this 7th grade curriculum guide, we will be discussing the theme of "Interdependence." Students will gain a better understanding of how living and nonliving things co-exist. Students will explore ecosystems. Also discussing the geography of Alabama.

In the Pre-Site lessons, students will explore the ecosystem in and around their communities. From a list of living and nonliving things, students will construct a food chain. Students will also create a collage of geography for Alabama. The lessons will stress the importance of interdependence.

In the On-Site lessons, students will tour the campus of Tuskegee University for the purpose of exploring its ecosystem. They will also tour the George Washington Carver Museum. The students will create an "ecosystem bulletin" that is similar to Dr. Carver's agricultural bulletin. Students will then write a pretend letter to the U.S. Government describing the affects of various forces on an ecosystem (their own or Tuskegee's), and suggest possible methods of improvement. Again, in these lessons, the theme of interdependence is seen throughout as living and nonliving things co-exist.

Lastly, in the Post-Site lesson, students will write an essay discussing the affects that technology and geography may have on migration to a certain area of the country. Students will then interview each other in order to discuss the reasons why a person would relocate due to the attraction that technology might bring to an area. They will assume the role of Booker T. Washington interviewing his prospective students and faculty. Students will realize that there is now interdependence between geography and technology.

The Tuskegee Institute National Historic Site's Parks-as-Classroom program will strive to create a memorable experience for the students so that the lessons learned will be better retained. The post-site activities will allow teachers to evaluate and reinforce the lessons that were taught in the pre and on-site activities.

The Tuskegee Institute National Historic Site's Parks-as-Classroom program is a flexible system that will modify for improvement based on teacher evaluations and comments. Every package contains an evaluation form that should be filled out and returned to 1212 Old Montgomery Road Tuskegee Institute, Alabama 36088.

# 7th Grade Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## The Oaks Classroom

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### PRE-SITE LESSON Ecosystem

Duration:	30-45 Minutes
Location:	School Classroom
Materials:	Chalkboard, pen, and paper
Thematic unit:	Interdependence
Curriculum areas:	Science

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### INSTRUCTIONAL STRATEGIES

Learning Objectives:	The students will be able to: 1) define ecosystem; 2) construct a food chain; 3) discuss the role of the sun in an ecosystem; 4) analyze the interdependence of living and nonliving factors in his/her ecosystem
Teacher Task (set):	Introduce the theme of "Interdependence" and how the members of an ecosystem depend on each other.
Teacher task (overview):	Explain to students that an ecosystem is one area in which all living and nonliving things interact.
Teacher task (introduction):	Use a chalk board to illustrate specific examples of members of an ecosystem. Instruct students to choose an area for analysis of an ecosystem (a wilderness area is best). This should be done in an area where there is a variety of plant and animal life. Students will take at least five minutes to observe his/her ecosystem with all senses before listing observations.
Student task:	Listen to instructions, and complete activities. Work should be done separately and independently.
Teacher task (closure):	Follow instructions on the activities and explain to the students that they must list living and nonliving things separately. Upon completion of the lists, instruct the students to write a one to two- page description of how the members of their ecosystem interact and are interdependent. The students should also describe the role that the sun has in the ecosystem.
Student assessment:	Student's participation in activity.
Challenge activities:	Have students construct, from their ecosystem lists, a hypothetical food chain.
Plan for re-teaching:	Have students form groups of four to discuss the affects that herbicides, pesticides, littering/garbage dumping, and the removal of water would have on their ecosystems. Each group's spokesperson should explain to the class how the interaction between living and nonliving things would be disrupted.

# 7th Grade Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## The Oaks Classroom

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### PRE-SITE LESSON Alabama Geography

Duration:	30-45 Minutes
Location:	School classroom
Materials:	Internet, magazines, chalkboard, pen, and paper
Thematic units:	Interdependence
Curriculum areas:	English Language Arts and Social Studies

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### INSTRUCTIONAL STRATEGIES

Learning Objectives:	The students will be able to: 1) create a collage of Alabama Geography; 2) identify the locations of and geographical reasons for certain types of settlements in Alabama
Teacher Task (set):	Discuss with the class the theme of Interdependence and the idea that most aspects of the geography of Alabama are, in some way, dependent upon one another.
Teacher task (overview):	Explain to students that they will be learning about the geographical locations of certain areas of the state of Alabama such as rivers, roadways, the capital city, state borders, lakes, mountains, etc.
Teacher task (introduction):	Begin discussion with the class by directing the students' attention to the state map of Alabama. Direct the class' attention to the location of their school and the location of Tuskegee University (Macon County). Also use the chalkboard to pinpoint these two locations on an outline of the map. Explain to students that there is interdependence between these two schools in this lesson. Have the students gather ideas from magazines and the Internet for each group's collage.
Student task:	Form groups of four and complete the collage.
Teacher task (closure):	Periodically discuss with the class how certain areas of land and water are interdependent. Encourage students to label as many areas of the state as possible (especially the roadways that connect their school and Tuskegee University).
Student assessment:	Completion of the collage. All group members should participate in research and creation of the assignment.
Challenge activities:	Have students discuss the reasons why people settled in particular places in Alabama. For example, why did Booker T. Washington choose Tuskegee? Compare and contrast the types of settlements during those times and the types of settlements today. Why were those types of settlements located here then and why are they here now? Mention certain factors such as technology.
Plan for re-teaching:	Have students choose a state to research. Students should compare the geographical aspects of that state to the state of Alabama.

# 7th Grade Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## The George Washington Carver Classroom

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### ON-SITE LESSON Tuskegee Ecosystem

Duration:	45 minutes
Location:	George Washington Carver Classroom
Materials:	Notebook and paper
Thematic Unit:	Interdependence
Curriculum areas:	Social Studies and Science

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### INSTRUCTIONAL STRATEGIES

Learning Objectives:	The students will be able to: 1) observe the ecosystem at Tuskegee University; 2) list the differences between the ecosystems in their town to the one in Tuskegee; 3) explain the interdependence of the members of the ecosystem in Tuskegee
Teacher task (set):	Explain to students that they will be touring the campus of Tuskegee University.
Teacher task (overview):	Explain to the students that Tuskegee University is the location of the George Washington Carver Museum. From the time he arrived in 1896, Dr. Carver constantly interacted with the ecosystem in Tuskegee, Alabama.
Student task (instruction):	Have the students tour the campus of Tuskegee University. As they walk through the campus, students should create a list of living and nonliving things. Students will label this list "Tuskegee Ecosystem."
Student task:	Follow instructions. Work may be done individually or with a partner.
Teacher task (closure):	Allow the students to work together with little supervision. When the campus tour is complete, the lists should be complete.
Student assessment:	Participation in the activity and follow up discussion.
Challenge activities:	Have the students describe-with specific examples, in a one page document- the interdependence of the members of the ecosystem on the campus. Students should also compare and contrast the ecosystems of their communities to the one in Tuskegee.
Plans for re-teaching:	Have the students observe their ecosystem to identify the changes that have taken place over the years due to human involvement.

# 7th Grade Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## The George Washington Carver Classroom

### ON-SITE LESSON Bulletin

Duration:	45 minutes-1 hour
Location:	George Washington Carver Classroom
Materials:	Pen and paper
Thematic Unit:	Interdependence
Curriculum areas:	Social Studies and Science

### INSTRUCTIONAL STRATEGIES

Learning objectives:	The students will be able to: 1) create an ecosystem bulletin similar to George Washington Carver's agriculture bulletin; 2) write a letter explaining how an ecosystem is affected
Teacher task (set):	After the students have toured the museum, explain that Dr. Carver wrote an agricultural bulletin for the people of his area. He also wrote letters to the U.S. Department of Agriculture. Dr. Carver had a thorough knowledge of the interdependence of the members of his surrounding ecosystem.
Teacher task (overview):	Explain to students that Dr. Carver's writings were directly related to the ecosystem in Tuskegee. His bulletins taught people of the area and the state how to effectively use the available resources in their ecosystem. His letters to the U.S. Department of Agriculture informed the government of the needs of the ecosystem in Tuskegee.
Teacher task (instruction):	After providing background information to the students, instruct the students to pair with a partner. Each pair of students will observe a George Washington Carver agricultural bulletin. Students will create their own bulletin based on the ecosystem they observed on the campus of Tuskegee University. Included in these bulletins may be any information pertaining to the ecosystems (in Tuskegee and in their own community). All information should be considered helpful to whoever may read the bulletin.
Student task:	Follow instructions. Students should be as creative as possible. They should focus on the needs of the people that they're writing for.
Teacher task (closure):	Have the teacher periodically discuss with the students their bulletin entries. Encourage the students to think of the best possible actions that may benefit the ecosystem.
Student assessment:	Participation in the activity (and post activity discussion).
Challenge activities:	Have students write a one/two page letter to the U.S. Government describing how their ecosystem is affected, positively and negatively. Students should consider factors such as pollution, disease, food, water, climate, and natural disasters that affect their surrounding ecosystems. Students should also suggest improvements that can be made.
Plans for re-teaching:	Post-site lesson



## The Oaks Classroom

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### POST-SITE LESSONS Choosing to Migrate

Overview:	During the field trip to Tuskegee, we have explored the ecosystem at the National Historic Site. We have learned about the reality of the interdependence of many living and nonliving things. We have also gained knowledge of the reasons why people migrate toward environments that are favorable to their existence. We will learn more about why Booker T. Washington chose Tuskegee for the location of his new school.
Student task:	Students will use the Internet and text books to research the lives of Booker T. Washington and George Washington Carver. Students will also research the area of Tuskegee and Macon County (focusing on geography). Students will write a two-page descriptive essay explaining the reasons why Mr. Washington, Dr. Carver, and the past inhabitants of Macon County decided to settle here. Students will also interview each other for the purpose of discussing how technological advances have affected migration to and from Tuskegee (and also their hometown).
English Language Arts:	Have the teacher explain to the students that the reasons why people migrate to and settle in certain areas of the country is partly due to geography and technology. After the students have researched Macon County, Alabama, have them write a two-page descriptive essay explaining, in their own words, why people have migrated to Macon County, Alabama. They may also mention why people may move to their hometown.
Social Studies:	Have the students choose a partner to interview. Each student should record the reasons why his/her partner would consider technological advances when deciding to settle into a certain part of the country. Students should also assume the role of Booker T. Washington interviewing prospective teachers and students for his new school. How does technology factor into our interdependence?



# 7th Grade Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## The Oaks Classroom

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### VOCABULARY

Interdependence:	Mutual dependence
Biotic:	Of or having to do with life or living organisms
Abiotic:	Nonliving organisms
Ecosystem:	A community of living and nonliving things together with its environment, functioning as a unit
Geography:	The physical characteristics, especially the surface features, of an area.

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### SUGGESTED REFERENCES

Up From Slavery  
By Booker T. Washington

George Washington Carver: In His Own Words  
Edited by Gary R. Kremer



## Tuskegee Institute NHS Parks as Classroom

We are glad you had the opportunity to participate in the education program at Tuskegee National Historic Site. Please help us continue to improve and develop this program by taking a few minutes to complete this form. We know how valuable your classroom time is, and we want to insure our curriculum and programs are serving your needs. Thank you for your time. Please return to Tuskegee National Historic Site, Division of Resource Education, 1212 West Montgomery Road, Tuskegee, AL 36088.

Name of School: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 \_\_\_\_\_  
 Teacher's Name: \_\_\_\_\_ Grade Level: \_\_\_\_\_  
 Program Title: \_\_\_\_\_ Date of Visit: \_\_\_\_\_  
 Name of Ranger(s): \_\_\_\_\_

How did you learn about this program? \_\_\_\_\_  
 Was the reservation system convenient? \_\_\_\_\_ Yes \_\_\_\_\_ No  
 Did you have everything you needed to prepare for the Trip? \_\_\_\_\_ Yes \_\_\_\_\_ No  
 Suggestions: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

How did you prepare for the visit? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Please comment on the strengths and weaknesses of the program/presenter and any methods/materials utilized.

What was the best part of the educational experience? \_\_\_\_\_  
 \_\_\_\_\_

Please circle your response to the following questions:

1 (high/agree) 2 (medium/okay) 3 (low/disagree)

Overall Evaluation

Usefulness from curriculum standpoint:	1	2	3
Quality:	1	2	3
Interest level of students:	1	2	3
Age Appropriate:	1	2	3

Program:

Relevant to curriculum:	1	2	3
Suitable for class size:	1	2	3
Appropriate Length:	1	2	3
Content for age group:	1	2	3

Use program in future:	1	2	3
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Ranger effectiveness:	1	2	3
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## The Oaks Classroom



A thematic unit on Goals featuring:

Recording Journal Entries  
Creating and Delivering Speeches  
Letter, Essay, and Autobiography Writing  
Creating Trip Itinerary  
Small-Group Discussions

Meets Alabama Curriculum Objectives for

## 8th GRADE





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Evaluation Form

# 8th Grade Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## The Oaks Classroom

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### TO THE TEACHER

Thank you for participating in the Tuskegee National Historic Site education program. The program provides an interdisciplinary learning experience for students on the natural and cultural resources of the Site with Alabama curriculum objectives.

The theme of your program is "Goals." Students will learn about the cultural resources of the Site by learning to appreciate the scientific innovations of George Washington Carver. The pre-visit activities included in this packet are specific to the theme of your program and should be presented prior to your visit. The Park Ranger conducts the on-site instruction with assistance in discussion and discipline by the teacher. The post-site activities are designed to reinforce and build upon the Site experience. Please feel free to contact the Site at (334) 727-3200 if you have any further questions.

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### CLASSROOM PARAMETERS

Target Class Size:	25-50 Eighth Grade students
Curriculum areas:	English Language Arts
Site:	George Washington Carver Museum
Learning Strategies:	Use listening skills to communicate with the Ranger. Communicate with the Ranger during questions and answer sessions. Also use observation skills in learning about the resources of the historic site. Learn the importance of setting and accomplishing life goals. Develop skills involved in writing.
Pre-Site:	Pre-site activities
On-Site:	9:00 a.m. to 12:00 p.m. (we are flexible). An introduction by Park Ranger will be followed by an activity where students will write a brief version of their own autobiography. They will respond to famous quotations. The class will create a trip itinerary and a Historic Site bumper sticker.
Post-site:	Post-site activities, and evaluation.





## The Oaks Classroom

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### Important Reminders for a Successful Program

Map:	A map of the classroom and surrounding area is included in this guide. If you need specific directions to the George Washington Museum, please contact the Site at (334) 727-3200 between the hours of 9:00 a.m. and 4:30 p.m. central standard time.
Where to meet:	All students, teachers, and chaperones will meet the Park Ranger at the bus parking area behind the "Oaks". The "Oaks" is located approximately 100 yards east of the main entrance across the street (Old Montgomery Road) from the campus. The students will be taken directly to the George Washington Carver Museum for a restroom break. The introduction will begin after returning to the "Oaks" following the restroom break.
Restrooms:	Restrooms are located in the George Washington Carver Museum. It is important that students use the restroom when arriving because the activities will be conducted at the "Oaks" where there are no restroom facilities.
Lunch:	Lunches will be kept on the bus for the duration of the program. Tuskegee National Historic Site's Parks as Classroom department has an outdoor area behind the "Oaks" available for schools who visit the site. The area has no restroom facilities, or tables at this time, but students may sit in the grass on good weather days. Teachers will need to discuss other alternatives in the case of adverse weather.
Weather Conditions:	Please remind students, the day before your Site visit, to wear appropriate footwear and clothing for a program that includes some outdoor time. Flip flops and sandals are not recommended. Temperatures and weather may be unpredictable. Call the Division of Resource Education (334) 727-3200 if weather is a concern.
Discipline:	The teacher is responsible for discipline during the program. Please remind your chaperones that they will be expected to assist with this duty.
Chaperones:	The program is designed for a class of up to 60 students. Maximum sized groups will be divided in half. We require that a minimum of one teacher and/or chaperone be available for every eight students to maintain a positive and rewarding learning experience. Please share materials with the chaperones so that they may be prepared for the program and have the opportunity to interact with the students.
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## The Oaks Classroom

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### BACKGROUND INFORMATION Site Description

Nat'l Park Service:



The National Park Service is charged with the management and preservation of the nation's most precious natural and cultural resources. These resources are woven into our natural heritage, and they provide opportunities for recreation, appreciation of beauty, historical reflection, cultural enrichment, and environmental education.

The future vision of the service includes protection of Park resources; access and enjoyment for all people; education and interpretation to convey contributions of each Park unit and the Park system to the nation's values, character, and experience; continuing science, research, and resource management to effectively manage and protect Park resources.

Tuskegee Institute NHS:



Tuskegee National Historic Site is the location of one of America's first southern African-American industrial schools. The school's founder was Booker T. Washington, and his work at Tuskegee helped him to become one of the greatest African-American leaders of his time. Booker T. Washington hired George Washington Carver who also became an American icon.

Tuskegee was operated by African-Americans during an era of repression in the late 1800s, and it became a beacon of hope for African-Americans. The school successfully merged education and industry to sustain the campus and community, as well as provide goods and services for commercial markets. Tuskegee University continues to foster the mission envisioned by Booker T. Washington as a center of influence in developing leaders who impact politics, economics, education, the military and arts and sciences. The University continues to foster the examples set by George Washington Carver, and other professors, for be a center for application-based research and social research.

Tuskegee Industrial School, and now Tuskegee University, played and continues to play a significant role in the ascent of African-Americans into mainstream America. As the first principal of Tuskegee from 1881 through 1915, Booker T. Washington showcased his talents and provided a national stage for himself and other individuals associated with the institution.



## GEORGE WASHINGTON CARVER CLASSROOM

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### INTRODUCTION Eighth Grade

In this 8th grade curriculum guide, we will be discussing the theme of "Goals." Students will gain a better understanding of setting and accomplishing life goals. We will be focusing primarily on the lives of Booker T. Washington and George Washington Carver.

In the Pre-Site lessons, students will research Booker T. Washington's Atlanta Exposition and create their own speech. Further research will be done and a business letter will be written similar to the one sent from Mr. Washington to Dr. Carver. Students will also create a story from personal journal entries. After research is done into the lives of these two famous men, students will compare and contrast their lives using a Venn Diagram. By performing the required research in this lesson, students will come to a better understanding of what setting and accomplishing goals meant to these two highly successful men.

In the On-Site lessons, students will write a brief version of their autobiography. This is done after learning about Booker T. Washington's autobiography "Up From Slavery." The class will respond to quotations from Mr. Washington and Dr. Carver. Students will pair with a partner to create a "field trip itinerary." In the autobiography and the itinerary, students will be conscious of the goals that they intend to accomplish. In the final activity, students will brainstorm ideas for a bumper sticker that relates to their field trip experience.

Lastly, in the Post-Site lesson, students will play a game that reviews some of the accomplished goals of Mr. Washington and Dr. Carver. The class will also divide into groups to learn about the school library's books written by African-American authors and books written about famous African-Americans. Students will discover that all of these successful people reached the goals that they set forth in their lives.

The Tuskegee Institute National Historic Site's Parks-as-Classroom program will strive to create a memorable experience for the students so that the lessons learned will be better retained. The post-site activities will allow teachers to evaluate and reinforce the lessons that were taught in the pre and on-site activities.

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# 8th Grade Unit

National Park Service

U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## The Oaks Classroom

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### **ALABAMA CURRICULUM CORRELATIONS** **Eighth Grade**

Language Arts Skills to be explored:

- Select and indicate preference for sources of information
- Use available computer technology to enhance reading and writing skills
- Use self-monitoring and feedback from peers and teachers to evaluate reading, writing, listening, viewing, studying, and research skills
- Compose and present in many forms using different techniques for various audiences and occasions both formal and informal

# 8th Grade Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## The Oaks Classroom

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### PRE-SITE LESSON Speech

Duration:	30-45 Minutes
Location:	School Classroom
Materials:	Internet, pen, and paper
Thematic unit:	Goals
Curriculum areas:	Language Arts

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### INSTRUCTIONAL STRATEGIES

Learning Objectives:	The students will be able to: 1) research the lives of Booker T. Washington and George Washington Carver; 2) create and deliver a speech; 3) read and understand the meaning behind Booker T. Washington's Atlanta Exposition speech; 4) write a business letter
Teacher Task (set):	Introduce the theme of "Goals" and the purpose of speeches.
Teacher task (overview):	Explain to students that they will be learning about Booker T. Washington and some of his goals. Mr. Washington was born into slavery and after many years of hard work, he reached his goals and became successful. He founded Tuskegee Institute in 1881. When he arrived in Tuskegee, there were many problems between Blacks and Whites. His goal was to solve these problems.
Teacher task (introduction):	Have the students research on the Internet the biography of Booker T. Washington. Students should also read Mr. Washington's "Atlanta Exposition" (also known as the "Atlanta Compromise"). *Explain to students that they may need to do further research for better comprehension of this document. Students should briefly describe what Mr. Washington's goals were in this speech. Have the students gather into groups of four to discuss their findings. After discussions are complete, have each group to choose a goal-oriented topic for a speech. After choosing this topic, groups should discuss their main concerns and how they plan to reach their goals. Explain to students that they may choose topics that relate to their school, their city, their families, etc.
Student task:	Listen to instructions, and complete activities.
Teacher task (closure):	Follow instructions on the activities and explain to students that just as Mr. Washington set goals for his life, he also had goals in mind for the outcome of his speech. Have the groups select a member who will deliver the speech to the class.

# 8th Grade Unit

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Student assessment: Student's participation in activity.

Challenge activities: Have students research the life of George Washington Carver and the many goals he accomplished. Explain to students that, just as Mr. Washington was goal-oriented, so was Mr. Carver. Have students write a (hypothetical) business letter that would have been sent by Mr. Washington to Mr. Carver explaining his goals for Tuskegee Institute and how Mr. Carver could help him reach those goals.

Plan for re-teaching: Have students brainstorm and explain their goals for high school.

# 8th Grade Unit

National Park Service  
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## The Oaks Classroom

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### PRE-SITE LESSON Story Journal

Duration:	1-2 weeks
Location:	School classroom
Materials:	Internet, chalkboard, pen, and paper
Thematic units:	Goals
Curriculum areas:	English Language Arts

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### INSTRUCTIONAL STRATEGIES

Learning Objectives:	The students will be able to: 1) create a story by using a sequence of personal journal entries; 2) write an essay and use a Venn Diagram comparing and contrasting the lives of George Washington Carver and Booker T. Washington
Teacher Task (set):	Discuss with the class the theme of Goals and how goals had a significant impact on the lives of Mr. Washington and Dr. Carver.
Teacher task (overview):	Explain to students that biographies and autobiographies are written based on events in a person's life. A story will cover a sequence of events that occur over a period of time. There are many books written about the lives of Mr. Washington and Dr. Carver. Both men also wrote about their own lives. For instance, Mr. Washington wrote an autobiography and Dr. Carver wrote bulletins and many correspondence letters. These men kept a record of happenings in their lives.
Teacher task (introduction):	Begin discussion with the class by explaining what a journal is and how they will record journal entries for (1-2 weeks). Instruct students to write about significant events that occur in and around their lives each day.
Student task:	Listen to instructions, and complete activities.
Teacher task (closure):	Have the teacher periodically discuss current events with the class. Explain to the class that each journal entry should be dated for future reference. At the end of the desired time period, instruct students to write a short story from the recorded events in their journals. Have students make special mention of the goals that they accomplished during the time period.
Student assessment:	Student's participation in activity.
Challenge activities:	After having researched Mr. Washington and Dr. Carver, instruct students to use a Venn Diagram to compare and contrast the lives (and accomplished goals) of the two men. Describe a "day in the life" of one of these famous men. Students may also write a short essay on the same subject.
Plan for re-teaching:	Have students read and complete a book report on Booker T. Washington's autobiography "Up From Slavery."

# 8th Grade Unit

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## The George Washington Carver Classroom

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### ON-SITE LESSON Autobiography

Duration:	45 minutes-1 hour
Location:	George Washington Carver Classroom
Materials:	Notebook and paper
Thematic Unit:	Goals
Curriculum areas:	English Language Arts

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### INSTRUCTIONAL STRATEGIES

Learning Objectives:	The students will be able to: 1) define autobiography; 2) create an alphabet autobiography; 3) respond to quotations
Teacher task (set):	Explain to students that they will be creating an "alphabet autobiography."
Teacher task (overview):	Explain to the students the difference between a biography and an autobiography. Booker T. Washington wrote an autobiography of his life. There were various books written about George Washington Carver's life. Both men were an integral part of the goals set forth for the success of Tuskegee Institute.
Student task (instruction):	Have the students tour the George Washington Carver Museum. Instruct them to pay special attention to evidence of events in the lives of Dr. Carver and Mr. Washington. Upon completion of the tour, have students write an "alphabet autobiography." They will be structured as follows: "A is for Alabama; I was born in Alabama" and so on. Students should use as many letters from the alphabet as possible.
Student task:	Follow instructions. Work should be done individually.
Teacher task (closure):	If students stall on a certain letter, allow them to briefly discuss ideas with a fellow student. When done with all letters, use the same method to describe some of your life goals.
Student assessment:	Participation in the activity and follow up discussion.
Challenge activities:	Give each student a copy of "Quotes" which contains quotes from both Mr. Washington and Dr. Carver. Have each student select one quote from each man and write a response paragraph (for each quote). Explain what the quotes mean to you and how you can apply them to the goals that you set for yourself. Allow volunteers to read their paragraphs to the class.
Plans for re-teaching:	Post-visit summary and discussion.

# 8th Grade Unit

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## The George Washington Carver Classroom

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### ON-SITE LESSON Field Trip Itinerary

Duration:	45 minutes-1 hour
Location:	George Washington Carver
Materials:	Pen and paper
Thematic Unit:	Goals
Curriculum areas:	English Language Arts

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### INSTRUCTIONAL STRATEGIES

Learning objectives:	The students will be able to: 1) define the word itinerary; 2) create a field trip itinerary; 3) create a Tuskegee Institute National Historic Site bumper sticker
Teacher task (set):	Explain to students that just as Booker T. Washington had an itinerary for his trip to Tuskegee, so did their group.
Teacher task (overview):	Explain to students that Mr. Washington arrived in Tuskegee from Hampton, VA. His itinerary was in direct relation to his goals for arrival in Tuskegee, AL.
Teacher task (instruction):	Ask for volunteers to orally provide the definition to the word itinerary. After the word is correctly defined, explain to students that their teachers had an itinerary for the field trip to Tuskegee. Allow students to pair with a partner. Instruct students to discuss and record on paper, their group's itinerary for the field trip to Tuskegee. Each class member should also list the goals that he/she hopes to accomplish once arriving at the Tuskegee Institute National Historic Site.
Student task:	Follow instructions. Students should focus both on their personal learning goals and what they consider to be the overall goals of the class field trip to Tuskegee.
Teacher task (closure):	When students are finished writing and discussing, allow volunteers to read their findings to the class. Explain to the students that just as their class has goals for the field trip, the Park Service also has goals for them.
Student assessment:	Participation in the activity (and post activity discussion).
Challenge activities:	Have students remain with the same partner that they were with in the previous exercise. Instruct the class to think about the learning goals they have accomplished during the field trip to Tuskegee. Based on the field trip experience, have students create a bumper sticker (idea) for the Tuskegee Institute National Historic Site.
Plans for re-teaching:	Post-site lesson

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## The Oaks Classroom

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### POST-SITE LESSONS Tuskegee Review

Overview:	During the field trip to Tuskegee, we have learned about the importance of setting goals for our lives. We have also seen evidence of the accomplished goals of Booker T. Washington and Dr. George Washington Carver. We will learn more about what it means to set forth goals in our lives.
Student task:	Students will play a "review game" that involves the accomplished goals of Booker T. Washington and George Washington Carver. Students will participate in an activity that involves learning the Dewey Decimal System.
English Language Arts:	Divide the class into two teams. Have each team write ten questions that relate to the field trip experience. The teams should focus on both the learning goals accomplished during the trip and the goals accomplished by Mr. Washington and Dr. Carver. One team member should ask the questions to the other team. The team with the most correct answers wins. Remind students that the "goal" for this game is to win.
English Language Arts:	*This activity should be done in the library. Have the teacher choose a number of books that are either written by African-American authors or books that are written about accomplished African-Americans. Divide the class into groups of 3 or 4. Give each group a Dewey Decimal number and instruct the students to locate the book. After locating the book, have students record the author's name, the book's title, and call number. The students should then discuss and record the apparent goals that this person has accomplished. Have students tell their findings to the class.

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## The Oaks Classroom

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### VOCABULARY

Goal:	The purpose toward which an endeavor is directed; an objective.
Journal:	A personal record of occurrences, experiences, and reflections kept on a regular basis; a diary.
Biography:	An account of a person's life written, composed, or produced by another.
Autobiography:	The biography of a person written by that person.
Exposition:	A setting forth of meaning or intent.
Itinerary:	An account or record of a journey; a travel diary.

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### SUGGESTED REFERENCES

Up From Slavery  
By Booker T. Washington

George Washington Carver Botanist  
By Gene Adair





## Tuskegee Institute NHS Parks as Classroom

We are glad you had the opportunity to participate in the education program at Tuskegee National Historic Site. Please help us continue to improve and develop this program by taking a few minutes to complete this form. We know how valuable your classroom time is, and we want to insure our curriculum and programs are serving your needs. Thank you for your time. Please return to Tuskegee National Historic Site, Division of Resource Education, 1212 West Montgomery Road, Tuskegee, AL 36088.

Name of School: \_\_\_\_\_

Address: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_ Grade Level: \_\_\_\_\_ - \_\_\_\_\_

Program Title: \_\_\_\_\_ Date of Visit: \_\_\_\_\_

Name of Ranger(s): \_\_\_\_\_ - \_\_\_\_\_

How did you learn about this program? \_\_\_\_\_

Was the reservation system convenient? \_\_\_\_\_ Yes \_\_\_\_\_ No

Did you have everything you needed to prepare for the Trip? \_\_\_\_\_ Yes \_\_\_\_\_ No

Suggestions: \_\_\_\_\_

How did you prepare for the visit? \_\_\_\_\_

Please comment on the strengths and weaknesses of the program/presenter and any methods/materials utilized.

What was the best part of the educational experience? \_\_\_\_\_

Please circle your response to the following questions:

1 (high/agree) 2 (medium/okay) 3 (low/disagree)

Overall Evaluation

Usefulness from curriculum standpoint: 1 2 3

Quality: 1 2 3

Interest level of students: 1 2 3

Age Appropriate: 1 2 3

Program:

Relevant to curriculum: 1 2 3

Suitable for class size: 1 2 3

Appropriate Length: 1 2 3

Content for age group: 1 2 3

Use program in future: 1 2 3

Ranger effectiveness: 1 2 3



## The Oaks Classroom



**A thematic unit on Social Justice featuring:**

**Response Writing  
Town Hall Meetings  
Creating Lists  
Small-Group Discussions**

**Meets Alabama Curriculum Objectives for  
9th GRADE**





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# 9th Grade Unit

National Park Service  
U.S. Department of the Interior

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## The Oaks Classroom

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### TO THE TEACHER

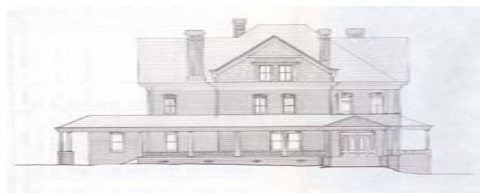
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### CLASSROOM PARAMETERS

Target Class Size:	30-60 9th Grade students
Curriculum areas:	Language Arts, Science, and Social Studies
Site:	The "Oaks" (Home site of Booker T. Washington)
Learning Strategies:	A hands-on, minds-on, investigation of social justice.
Pre-Site:	Pre-site activities
On-Site:	10:00 a.m. to 1:00 p.m. (we are flexible). An introduction by Park Ranger will be followed by a campus tour. Break for lunch. Students will then conduct an activity on changes that have occurred in the area of social justice during the life of the school.
Post-site:	Post-site activities, and evaluation.





## The Oaks Classroom

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### LOGISTICAL INFORMATION Important Reminders for a Successful Program

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Tuskegee was operated by African-Americans during an era of repression in the late 1800s, and it became a beacon of hope for African-Americans. The school successfully merged education and industry to sustain the campus and community, as well as provide goods and services for commercial markets. Tuskegee University continues to foster the mission envisioned by Booker T. Washington as a center of influence in developing leaders who impact politics, economics, education, the military and arts and sciences. The University continues to foster the examples set by George Washington Carver, and other professors, for be a center for application-based research and social research.

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## The Oaks Classroom

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### ALABAMA CURRICULUM CORRELATIONS Ninth Grade

Social Studies skills to be explored:

- Evaluate the influence of urbanization in the nineteenth century
- Explain the search for political democracy and social justice
- Evaluate European nationalism and Western imperialism as forces of global transformation

Language Arts skills to be explored:

- Display self-confidence in speaking
- Vary the formality and precision of spoken language to suit different situations
- Organize paragraphs in a variety of patterns
- Practice listening and viewing skills in a variety of situations
- Ask appropriate questions in search of information
- Organize paragraphs in a variety of patterns
- Clarify ideas and organize thinking through writing
- Demonstrate proficiency with available technology and software in the oral communication, research, and writing processes



## GEORGE WASHINGTON CARVER CLASSROOM

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### INTRODUCTION

In this 9th grade curriculum guide, we will be discussing the theme of "Social Justice." Students will learn some ways that social justice has benefited many people through the years. Each lesson plan covers a different way to attain social justice. We will learn the importance of certain freedoms such as speech, education, and group meetings.

The Pre-Site lesson plans focus on how social justice is acquired through speech. In these lesson activities, students will learn about the meaning of free speech as well as the boundaries of free speech. Students will conduct a mock town hall meeting where citizens may voice their opinions about personal concerns within the community.

In the On-Site lessons, students will tour the campus of Tuskegee University in order to gain an idea of what the school's first students and forefathers endured while constructing the buildings. Students will gain an understanding of how social justice was achieved when some of the first members of the Institute's staff were allowed to attend other colleges that were predominately white. Everyone who joined the faculty of Tuskegee Institute in the first years of its existence passed through some type of adversity on their own path to "social justice."

Lastly, in the Post-Site activity, students will compare and contrast the lives of people from different social classes. Students will learn in this activity about how people from various backgrounds may experience social injustice. Also, in this lesson, students will learn about how different opportunities are provided to African-Americans today than in the late 1800's.

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# 9th Grade Unit

National Park Service  
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## The Oaks Classroom

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### PRE-SITE LESSON Freedom of Speech

Duration:	30-45 Minutes
Location:	School Classroom
Materials:	pen and paper
Thematic unit:	Social Justice
Curriculum areas:	Social Studies

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### INSTRUCTIONAL STRATEGIES

Learning Objectives:	The students will be able to: 1) identify how our freedom of speech affects our lives; 2) identify the limits and bounds of free speech
Teacher Task (set):	Introduce the theme of "Social Justice" and the use of free speech.
Teacher task (overview):	Explain to students that free speech has brought about a variety of changes in our country. Also explain that they will be learning about the limitations on free speech.
Teacher task (introduction):	Use a chalk board to write the following questions: <ol style="list-style-type: none"><li>1. What does Freedom of Speech mean?</li><li>2. What can we not do in the name of Freedom of Speech?</li><li>3. What is Symbolic Freedom of Speech?</li><li>4. How can you use free speech to make a change in your surroundings?</li></ol>
Student task:	Listen to instructions, and complete activities.
Teacher task (closure):	Follow instructions on the activities and explain to the students how they may think of how free speech has affected their city, state, and country.
Student assessment:	Student's participation in activity.
Challenge activities:	Call upon students at random to answer a question from the introduction, first on paper, and then orally.
Plan for re-teaching:	Have students read Booker T. Washington's "Atlanta Exposition." Students may then summarize, in their own words, how "freedom of speech" benefited Mr. Washington.

# 9th Grade Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## The Oaks Classroom

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### PRE-SITE LESSON Town Hall Meeting

Duration:	30-45 Minutes
Location:	School classroom
Materials:	Pen and paper
Thematic units::	Social Justice
Curriculum areas:	Social Studies and English Language Arts

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### INSTRUCTIONAL STRATEGIES

Learning Objectives:	The students will be able to: 1) effectively conduct a Town Hall Meeting
Teacher Task (set):	Discuss with the class the theme of Social Justice and how one person's request in an open forum can bring about change.
Teacher task (overview):	Explain to students that they will be learning about how town hall meetings are conducted and how every person in attendance has the opportunity to voice his/her concerns.
Teacher task (introduction):	Begin discussion with the class by explaining that town hall meetings are normally held at a certain time each month/week and that every citizen of that particular town is welcomed to attend. Instruct students to create a list of at least 10 issues that they would like to address at the town meeting. Explain to the class that they may list concerns about their school, neighborhood, or city.
Student task:	Follow instructions and complete assignment.
Teacher task (closure):	Provide examples such as: pollution problems, excessive noise, stray animals, etc. Encourage the students to be creative. Upon completion of the lists, each student, at random, will tell one concern to the teacher who is in front of the classroom.
Student assessment:	Completion of the list and participation in the meeting.
Challenge activities:	Have students gather into small groups for the purpose of recreating a town hall meeting. One student may act as mayor or all students may act as city councilmen. After each issue is raised, students may then conduct a vote.
Plan for re-teaching:	Have students recreate a town hall meeting that took place in Tuskegee, Alabama when Booker T. Washington arrived there. Students may list concerns that Mr. Washington and his fellow staff members might have had at that time. These concerns could include the purchase and location of land for the school, access to natural resources, the use of city services, etc.



## The Oaks Classroom

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### PRE-SITE LESSON Safety Lesson-Teacher Discussion Sheet

Dangers on fieldtrips:	Discuss staircases, crosswalks, staying as a group, navigating through rooms with low light, and possible weather conditions.	
Avoid dangers by:	Staying together as a group Not running or playing rough Watch where you put your hands and feet Understanding crosswalks Listening to instructions	
Avoid getting lost by:	Staying with a group Be aware of landmarks Letting others know where you are and when you will return	
If you get lost:	Stop, wait, stay calm, and look at everything in your environment to see if you recognize anything or anybody. Stay where you are and wait for someone you recognize or someone in uniform like a policeman, Park Ranger, or Fireman.	
Words to the wise:	The University is a museum where all things are protected by law. The University can be a busy place with many people so not paying attention can get you lost. There is a busy road with crosswalks, but people in cars can see adults and groups easier than they can see one small child.	
Items for a safe visit:	<b>Necessary</b>	<b>Do not bring</b>
	Day pack Bottled water Lunch or snack Rain gear Good walking shoes	Chewing gum Sandals, flip-flops, or other loose shoes Sharp objects Heavy or awkward items

# 9th Grade Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## The Oaks Classroom

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Duration:	30 minutes
Location:	George Washington Carver Classroom
Materials:	Pen and paper
Thematic Unit:	Social Justice
Curriculum areas:	Social Studies and English Language Arts

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### ON-SITE LESSON Campus Construction



### INSTRUCTIONAL STRATEGIES

Learning Objectives:	The students will be able to: 1) identify the vast implications of the work of Booker T. Washington and Robert Taylor; 2) list some of the names of the buildings on the campus of Tuskegee University; 3) distinguish between the different styles of architecture, old and modern; 4) understand that "Social Justice" allowed Robert Taylor's success
Teacher task (set):	Explain to students that they will be touring the campus of Tuskegee University.
Teacher task (overview):	Explain to the students that Booker T. Washington arrived in Tuskegee in 1881. During the next few years, he and his students constructed the buildings that formed the foundation of Tuskegee Institute. Mr. Robert Taylor directed this construction process. He also supervised the brick making process. Mr. Taylor was the first African-American to graduate from MIT in Massachusetts. He arrived in Tuskegee in 1892.
Student task (instruction):	Have the students create a list of the names of the buildings on the campus of Tuskegee University. Beside the name of each building should be either the words "old" or "modern." In addition to the lists, students should write a paragraph explaining the difference between opportunities for African Americans today and during the late 1800's. Students should make note of social justice and injustice.
Student task:	Follow instructions. Work should be done individually.
Teacher task (closure):	Encourage the students to listen closely to the park ranger. When the campus tour is complete, the lists should be complete. Students will have an opportunity to complete the writing assignment in the park classroom.
Student assessment:	Participation in the activity and tour discussion.

# 9th Grade Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## Challenge activities:

Have students create a chronological list of events that took place in Tuskegee from the time of the arrival of Booker T. Washington to the initial construction of the buildings on the campus of Tuskegee Institute. The lists should include Mr. Washington's explanations to government officials (city, state, and national) concerning his idea for an African-American college, attempts to acquire funding, initial attempts to purchase land, his recruitment of quality students, his management of the construction process, etc. Beside each example, students should mention how and why/why not social justice was done.

## Re-teaching activity:

Students can use the Internet to research the life of Robert Taylor. Two or three paragraphs should summarize his biography. Students may also research the brick-making (and mortar) process ([oldlouisville.com](http://oldlouisville.com) is good site), then describe the steps involved in constructing a brick wall.

# 9th Grade Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## The George Washington Carver Classroom

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### ON-SITE LESSON Changes

Duration:	20 minutes
Location:	George Washington Carver
Materials:	Pen and paper
Thematic Unit:	Social Justice
Curriculum areas:	Social Studies and Language Arts

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### INSTRUCTIONAL STRATEGIES

Learning objectives:	The students will be able to: 1) identify the city and county in which the George Washington Carver museum and Tuskegee University is located; 2) explain how the discoveries of Dr. Carver and Robert Taylor helped the people of this area; 3) identify the purpose of patents
Teacher task (set):	Explain that Tuskegee University is located in Macon County. The school's location was one of the reasons that Dr. Carver and Mr. Taylor came here to work.
Teacher task (overview):	Explain to students that Macon County was (and still is) a poor county. Dr. Carver and Mr. Taylor knew about the conditions of the people in this area and they wanted to help them. The work of these two men would bring about some social justice to this poor area of the state by educating its residents. After each man's arrival here, he began to use his talents and skills to help the poor people of the area to make changes that would make their lives better. Dr. Carver's agricultural innovations taught the people to make the most of and get the best use out of their land. Mr. Taylor's architectural ideas revolutionized construction in the area with his knowledge of building with brick.
Teacher task (instruction):	After explaining the history behind the two men's research, instruct the students to pair with a partner. Each pair of students will discuss the changes that were made in the lives of the residents of this area as a direct result of the research of Dr. Carver and Mr. Taylor. The students may also discuss the impact that some of those changes are still having today.
Student task:	Follow instructions. Students should focus on the agricultural and construction industries of the area. Students should also note that Dr. Carver performed other activities with the various uses of the peanut and sweet potato, e.g. massages, provided elixirs for sick people, recipes derived from both of the items, and pigments for house paint. Also, Mr. Taylor's ideas for building construction involved building design, material design, and building process.

# 9th Grade Unit

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Teacher task (closure):	After the students finish the discussions, tell them to write a paragraph discussing the changes that Dr. Carver and Mr. Taylor's ideas brought about in the lives of the people of Macon County. Tell them to be specific when mentioning the uses of the peanut and the sweet potato and the construction process. When everyone is done, students may volunteer to read their paragraphs to the class.
Student assessment:	Participation in the activity (and post activity discussion).
Challenge activities:	Have students identify some of the inventions that Dr. Carver and Mr. Taylor patented and some that they could have patented.
Plans for re-teaching:	Instruct the students to brainstorm ideas for an invention that would benefit the people of Macon County. Encourage each student to be creative. Students may explain the design of the creation as well as its uses. Students may then conduct the patent process. *A patent application will accompany this lesson.



## The Oaks Classroom

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### POST-SITE LESSONS Social Classes

Overview::	During the field trip to Tuskegee, we have learned about Booker T. Washington's work that resulted in the founding of Tuskegee Institute. His persistent discussions with local, state, and national officials led to the changes within his community that allowed him, his staff, and students to construct their school. During that time, the late 1800's, there were different classes of people that contributed to Mr. Washington's cause. In 1896, when George Washington Carver arrived in Tuskegee, one of his main goals was to reach out to the poor (lower class) in the Macon County area. Still, today, there are different levels of social classes in our society. We will learn more about the affects of social class on people in our society. We will also learn about how different levels of Social Justice was gained by African-Americans during two time periods.
Student task:	Students will compare and contrast the conditions of life around the end of the 1800's to modern society. They will consider how different opportunities are provided to African-Americans today than in the late 19th century. Students will also learn about the levels of social classes (lower, lower middle, middle, upper middle, and high) and how every member of society will, at some time, experience social justice or social injustice.
English Language Arts:	<p>Have the students create a list of items that compare and contrast the conditions of life during the late 1800's and today. The lists should emphasize how the idea of "social justice" (or injustice) can be applied to the quality of life during those two time periods. A separate list may include some of the different opportunities presented to African-Americans during the two time frames.</p> <p>*A Venn Diagram may be used in this exercise.</p>
Social Studies:	Have the teacher conduct a class discussion on the topic of "social classes." Write on the chalkboard the levels of social class. Ask the class to provide suggestions as to how one can improve their standard of living (college, hard work, etc.). Students may also discuss how social class and social justice affects American society as a whole, e.g. the economy, educational systems, and morale.





## The Oaks Classroom

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### VOCABULARY

Photosynthesis:	The process in green plants of converting water and carbon dioxide into sugar with light energy
Soil:	The solid portion of the earth's crust in which plants grow. It is composed of mineral material, air, water, and organic matter both living and dead
National Park:	An area of land protected by the government for the enjoyment of citizens. This area also includes plants, animals, streams and historic buildings
Organic Matter:	Material that is, or was, living
Plant Nutrient:	Element essential to plant growth used in creation of food and tissue
Chlorophyll:	A complex organic molecule that traps light energy for conversion through photosynthesis into chemical energy
Crop Rotation:	Growing crop plants in different locations in a systematic sequence to help control insects and diseases, to improve soil structure and fertility, and to reduce erosion.
Energy:	The ability to do work
Soil:	The solid portion of the earth's crust in which plants grow. It is composed of mineral, air, water, and organic matter both living and dead

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### SUGGESTED REFERENCES

Atlanta Compromise  
By Booker T. Washington

Souls of Black Folk  
By W.E.B. DuBois

George Washington Carver.... The poor people's scientist  
By Richard Pilant



## Tuskegee Institute NHS Parks as Classroom

We are glad you had the opportunity to participate in the education program at Tuskegee National Historic Site. Please help us continue to improve and develop this program by taking a few minutes to complete this form. We know how valuable your classroom time is, and we want to insure our curriculum and programs are serving your needs. Thank you for your time. Please return to Tuskegee National Historic Site, Division of Resource Education, 1212 West Montgomery Road, Tuskegee, AL 36088.

Name of School: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 \_\_\_\_\_  
 Teacher's Name: \_\_\_\_\_ Grade Level: \_\_\_\_\_  
 Program Title: \_\_\_\_\_ Date of Visit: \_\_\_\_\_  
 Name of Ranger(s): \_\_\_\_\_

How did you learn about this program? \_\_\_\_\_  
 Was the reservation system convenient? \_\_\_\_\_ Yes \_\_\_\_\_ No  
 Did you have everything you needed to prepare for the Trip? \_\_\_\_\_ Yes \_\_\_\_\_ No  
 Suggestions: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

How did you prepare for the visit? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Please comment on the strengths and weaknesses of the program/presenter and any methods/materials utilized.

\_\_\_\_\_  
 \_\_\_\_\_  
 What was the best part of the educational experience? \_\_\_\_\_  
 \_\_\_\_\_

Please circle your response to the following questions:  
 1 (high/agree) 2 (medium/okay) 3 (low/disagree)

### Overall Evaluation

Usefulness from curriculum standpoint:	1	2	3
Quality:	1	2	3
Interest level of students:	1	2	3
Age Appropriate:	1	2	3

### Program:

Relevant to curriculum:	1	2	3
Suitable for class size:	1	2	3
Appropriate Length:	1	2	3
Content for age group:	1	2	3

Use program in future:	1	2	3
Ranger effectiveness:	1	2	3

# 10th Grade Unit

National Park Service

U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## The Oaks Classroom



A thematic unit on Perseverance featuring:

Role Playing  
Letter Writing  
Map Making  
Essay Writing  
Classroom Debate  
Small-Group Discussions

Meets Alabama Curriculum Objectives for  
10TH GRADE





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# 10th Grade Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## The Oaks Classroom

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### TO THE TEACHER

Thank you for participating in the Tuskegee National Historic Site education program. The program provides an interdisciplinary learning experience for students on the natural and cultural resources of the Site with Alabama curriculum objectives.

The theme of your program is "Perseverance." Students will learn about the cultural resources and natural resources of the Site by learning about the perseverance of people during the reconstruction period. The pre-visit activities included in this packet are specific to the theme of your program and should be presented prior to your visit. The Park Ranger conducts the on-site instruction with assistance in discussion and discipline by the teacher. The post-site activities are designed to reinforce and build upon the Site experience. Please feel free to contact the Site at (334) 727-3200 if you have any further questions.

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### CLASSROOM PARAMETERS

Target Class Size:	25-50 tenth-grade students
Curriculum areas:	English Language Arts and Social Studies
Site:	George Washington Carver Museum
Learning Strategies:	Use listening skills to communicate with the Ranger. Communicate with the Ranger during questions and answer sessions. Also use observation skills in learning about the resources of the historic site. Learn about the impact that social movement of the late 1800s and the early 1900s had on the South. Develop skills involved in writing and discussing important issues with peers.
Pre-Site:	Pre-site activities
On-Site:	9:00 a.m. to 2:00 p.m. (we are flexible). An introduction by Park Ranger, will be followed by an activity with students answering questions that pertain to Horatio Alger. Students will write an essay on what they consider to be the "American Dream." Students will also discuss strategies for neighborhood growth.
Post-site:	Post-site activities, and evaluation.





## The Oaks Classroom

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### LOGISTICAL INFORMATION Important Reminders for a Successful Program

Map:	A map of the classroom and surrounding area is included in this guide. If you need specific directions to the George Washington Museum, please contact the Site at (334) 727-3200 between the hours of 9:00 a.m. and 4:30 p.m. central standard time.
Where to meet:	All students, teachers, and chaperones will meet the Park Ranger at the bus parking area behind the "Oaks". The "Oaks" is located approximately 100 yards east of the main entrance across the street (Old Montgomery Road) from the campus. The students will be taken directly to the George Washington Carver Museum for a restroom break. The introduction will begin after returning to the "Oaks" following the restroom break.
Restrooms:	Restrooms are located in the George Washington Carver Museum. It is important that students use the restroom when arriving because the activities will be conducted at the "Oaks" where there are no restroom facilities.
Lunch:	Lunches will be kept on the bus for the duration of the program. Tuskegee National Historic Site's Parks as Classroom department has an outdoor area behind the "Oaks" available for schools who visit the site. The area has no restroom facilities, or tables at this time, but students may sit in the grass on good weather days. Teachers will need to discuss other alternatives in the case of adverse weather.
Weather Conditions:	Please remind students, the day before your Site visit, to wear appropriate footwear and clothing for a program that includes some outdoor time. Flip flops and sandals are not recommended. Temperatures and weather may be unpredictable. Call the Division of Resource Education (334) 727-3200 if weather is a concern.
Discipline:	The teacher is responsible for discipline during the program. Please remind your chaperones that they will be expected to assist with this duty.
Chaperones:	The program is designed for a class of up to 60 students. Maximum sized groups will be divided in half. We require that a minimum of one teacher and/or chaperone be available for every eight students to maintain a positive and rewarding learning experience. Please share materials with the chaperones so that they may be prepared for the program and have the opportunity to interact with the students.
Safety:	Please review and be aware of safety concerns addressed in the pre-site lesson. Notify the Park Ranger of any special concerns or medical conditions.
Cancellations:	Should anything unforeseen occur preventing you from keeping your appointment, please contact the Division of Resource Education at (334) 727-3200 to notify us of your late arrival or cancellation. Late arrivals may impact other scheduled groups so being more than 10 minutes late will result in an activity being cut from the program. Being more than 15 minutes late may result in your forfeiting your entire program.



## The Oaks Classroom

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### BACKGROUND INFORMATION Site Description

Nat'l Park Service:



The National Park Service is charged with the management and preservation of the nation's most precious natural and cultural resources. These resources are woven into our natural heritage, and they provide opportunities for recreation, appreciation of beauty, historical reflection, cultural enrichment, and environmental education.

The future vision of the service includes protection of Park resources; access and enjoyment for all people; education and interpretation to convey contributions of each Park unit and the Park system to the nation's values, character, and experience; continuing science, research, and resource management to effectively manage and protect Park resources.

Tuskegee Institute NHS:



Tuskegee National Historic Site is the location of one of America's first southern African-American industrial schools. The school's founder was Booker T. Washington, and his work at Tuskegee helped him to become one of the greatest African-American leaders of his time. Booker T. Washington hired George Washington Carver who also became an American icon.

Tuskegee was operated by African-Americans during an era of repression in the late 1800s, and it became a beacon of hope for African-Americans. The school successfully merged education and industry to sustain the campus and community, as well as provide goods and services for commercial markets. Tuskegee University continues to foster the mission envisioned by Booker T. Washington as a center of influence in developing leaders who impact politics, economics, education, the military and arts and sciences. The University continues to foster the examples set by George Washington Carver, and other professors, for be a center for application-based research and social research.

Tuskegee Industrial School, and now Tuskegee University, played and continues to play a significant role in the ascent of African-Americans into mainstream America. As the first principal of Tuskegee from 1881 through 1915, Booker T. Washington showcased his talents and provided a national stage for himself and other individuals associated with the institution.

# 10th Grade Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## George Washington Carver Classroom

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### ALABAMA CURRICULUM CORRELATIONS Tenth Grade

#### Language Arts Skills to be explored:

- Write in response to literature
- Interact effectively in group situations
- Apply personal study skills
- Apply the principles of standard English by adjusting vocabulary and style to suit the occasion
- Use available technology related to English language arts
- Demonstrate a mastery of paragraph structures
- Write to clarify and to organize thoughts and ideas
- Organize for orderly informal debates
- Participate in dramatic activities as a means of sharing ideas and feelings

#### Social Studies Skills explored:

- Explain the failings and accomplishments of the Reconstruction Era and its impact on life in the twentieth century
- Discuss the progression of industrialism and the business world in America and its impact on society
- Analyze the cause and affect of urbanization in the late 1800s



# 10th Grade Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## THE GEORGE WASHINGTON CARVER CLASSROOM

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### INTRODUCTION Tenth Grade

In this 10th grade curriculum guide, we will be discussing the theme of "Perseverance." Students will gain a better understanding of how society persevered through the difficult years around the end of the 19th century. We will be focusing primarily on the South and how social decisions impacted towns like Tuskegee, Alabama.

In the Pre-Site lessons, students will assume the roles of various officials during the Reconstruction Period. There will be discussions concerning how these officials will create opportunity for their hometown. Students will also write letters and create maps pertaining to Urbanization. These activities will help bring a better understanding about how people during time periods persevered through hardships.

In the On-Site lessons, students will learn about the 19th century author Horatio Alger. Students will gain an understanding of Mr. Alger's philosophy and relate it to how they will strive to become successful in life. Students will write an essay on what they consider to be "The American Dream." There will be an awareness of the connection between Mr. Alger's ideas and George Washington Carver's achievements. Students will also form groups to discuss strategies for neighborhood growth. The groups will consider how neighborhoods formed during times of intense migration. Students will answer questions pertaining to the migration to Tuskegee. These activities re-enforce the fact that in order to achieve success in life, one must persevere through some trials.

Lastly, in the Post-Site lesson, students will learn about the Populist Movement and its affect on towns such as Tuskegee, Alabama. Students will form groups to discuss these effects. There will also be a classroom debate regarding the issue of an idea for a new industry for Tuskegee. As students realize how small Southern towns like Tuskegee have been through various changes over the years, they will gain a much better appreciation of the importance of perseverance.

The Tuskegee Institute National Historic Site's Parks-as-Classroom program will strive to create a memorable experience for the students so that the lessons learned will be better retained. The post-site activities will allow teachers to evaluate and reinforce the lessons that were taught in the pre and on-site activities.

The Tuskegee Institute National Historic Site's Parks-as-Classroom program is a flexible system that will modify for improvement based on teacher evaluations and comments. Every package contains an evaluation form that should be filled out and returned to 1212 Old Montgomery Road Tuskegee Institute, Alabama 36088.

# 10th Grade Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## The Oaks Classroom

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### PRE-SITE LESSON Reconstruction

Duration:	30-45 Minutes
Location:	School Classroom
Materials:	Internet, books, pen, and paper
Thematic unit:	Perseverance
Curriculum areas:	Social Studies

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### Instructional Strategies

Learning Objectives:	The students will be able to: 1) discuss the impact that the Reconstruction Era had on America; 2) assume roles of characters that were active during the Era
Teacher Task (set):	Introduce the theme of "Perseverance" and the Era of Reconstruction
Teacher task (overview):	Explain to students that they will be learning about the impact that the Reconstruction Era had on America. This period in the country's history took place after the Civil War. Much of the South was destroyed and, therefore, had to be reconstructed. People living in the South had to persevere many hardships. People, such as officials, represented specified areas and the concerns of the residents in those areas.
Teacher task (introduction):	Have the teacher explain to the students that they will form groups and assume the roles of political representatives. Each group member represents a cause (a certain area) in the State of Alabama. Students will form groups of four. The roles are as follows: a) National Representative, b) Alabama Representative, c) Macon County (and the county of the school) Representative and d) Activist.
Student task:	Listen to instructions and complete activities. Research and be creative.
Teacher task (closure):	After the groups are formed and the roles are assigned, have the teacher instruct the students to think about the area that they are representing. For example, the national representative will be approaching the federal government with the interests of his/her area. The Alabama representative will be lobbying the state government. The county representative will seek aid from the County Seat. The activist will lobby for a particular group of people (African-Americans, farmers, etc.) Each group should discuss the needs of their respective constituents. Each student should create a list of his/her own needs. Explain to students that they can research the Reconstruction Era in textbooks and on the Internet.
Student assessment:	Student's participation in activity.
Challenge activities:	Have students participate in a drama depicting the characters involved in the group discussions. As one group's members voice their concerns, from his/her own notes, another group's members will assume the roles of the relevant officials.

# 10th Grade Unit

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U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## The Oaks Classroom

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### PRE-SITE LESSON Urbanization

Duration:	30-45 Minutes
Location:	School classroom
Materials:	Books, chalkboard, pen, and paper
Thematic units:	Perseverance
Curriculum areas:	Social Studies and English Language Arts

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### INSTRUCTIONAL STRATEGIES

Learning Objectives:	The students will be able to: 1) define urbanization; 2) write a well-constructed letter to a friend; 3) create a map that displays an urbanization trail
Teacher Task (set):	Discuss with the class the theme of Perseverance and the time period in which urbanization took place.
Teacher task (overview):	Explain to students that they will be learning about urbanization that occurred in the late 1800s. Many people moved from farms to urban areas, therefore creating urbanization. Upon receiving freedom after the war, many individuals had to decide whether to remain where they already lived or move to a different area of the country. After persevering the war, people now had to face the challenging times that were ahead.
Teacher task (introduction):	Begin discussion with the class by explaining how excited people were that the war was over and they could now experience freedom. Newly freed persons had to make important decisions regarding their new lives. Instruct students to take out a pen and notebook. Explain to the class that each of them will be writing a letter to a friend describing their plans now that they are free.
Student task:	Listen to instructions and complete the activity.
Teacher task (closure):	Encourage the students to include in their letters: where they are relocating to (if they are relocating), the reason why they are staying or leaving, the type of job they plan to get, the kind of house they intend to live in, if they want a family and how big the family will be, etc. The students should be as creative as possible.
Student assessment:	Completion of the letter. The letters should be at least two pages long. All paragraphs should be structured with proper grammar and punctuation.

# 10th Grade Unit

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Tuskegee, Alabama



Challenge activities:	Have students create a hypothetical urbanization map. Each map will display the trail in which the students took during their journeys to urban areas. The maps should include roadways, major cities, state boundaries, and significant landmarks. In addition to the route to the student's new location, each map should include directions to Tuskegee Institute, Alabama. When the maps are complete, students may list some pros and cons of remaining on a farm and/or moving to the city. Students may also compare the means of transportation of the late 1800s and today.
Plan for re-teaching:	Have students read Booker T. Washington's "Up From Slavery."



## The Oaks Classroom

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### PRE-SITE LESSON Safety Lesson-Teacher Discussion Sheet

Dangers on fieldtrips:	Discuss horseplay, respect, and possible weather conditions.	
Avoid dangers by:	Staying together as a group Not running or playing rough Watch where you put your hands and feet Understanding crosswalks Listening to instructions	
Words to the wise:	The University is a museum where all things are protected by law. The University can be a busy place with many people so not paying attention can get you into trouble.	
Items for a safe visit:	<b>Necessary</b>  Day pack Bottled water Lunch or snack Rain gear Good walking shoes	<b>Do not bring</b>  Chewing gum Sandals, flip-flops, or other loose shoes Sharp objects Heavy or awkward items Weapons of any kind



## The George Washington Carver Classroom

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### ON-SITE LESSON Horatio Alger

Duration:	20 minutes
Location:	George Washington Carver Classroom
Materials:	Notebook, paper, and Horatio Alger questions
Thematic Unit:	Perseverance
Curriculum areas:	Social Studies and English Language Arts

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### INSTRUCTIONAL STRATEGIES

Learning Objectives:	The students will be able to: 1) identify who Horatio Alger was and what he believed; 2) write an essay on The American Dream
Teacher task (set):	Explain to students that they will be responding to questions that relate to Horatio Alger. They will also be writing about the topic "The American Dream."
Teacher task (overview):	Explain to the students that Horatio Alger was a 19th century author who believed that honesty, cheerfulness, virtue, thrift, and hard work would be rewarded with success. People living during this time period had to persevere through many hardships. George Washington Carver arrived at Tuskegee Institute in 1896. His success was a result of a similar philosophy. He also believed in working hard, persevering, and being kind to others.
Student task (instruction):	Have the students line up shoulder to shoulder outside the building. The students will respond to the Horatio Alger questions. As a category is identified to which a participant belongs, he or she will either step forward or backward or stay stationary as appropriate. *The questions should help the students understand to strive, persevere, and, ultimately, succeed.
Student task:	Listen to instructions and complete the activity.
Teacher task (closure):	When the outdoor exercise is complete, the students may tour through the museum. Students should pay close attention to the accomplishments of Dr. Carver.
Student assessment:	Participation in the activity and follow up discussion.
Challenge activities:	Have students write, in structured paragraphs, what they consider to be "the American Dream." What does it mean to you? How can one attain it? Each one should mention how he/she plans to succeed in life. Students may also give examples of how they will persevere through their own personal journey to a successful life.
Plans for re-teaching:	Have students research the lives of people who rose up from hardship/poverty to become successful. Students may also assess the progress of African-Americans from 1877-1900.



## The George Washington Carver Classroom

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### ON-SITE LESSON Neighborhood Growth

Duration:	20 minutes
Location:	George Washington Carver Classroom
Materials:	Pen and paper
Thematic Unit:	Perseverance
Curriculum areas:	Social Studies and Language Arts

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### INSTRUCTIONAL STRATEGIES

Learning objectives:	The students will be able to: 1) create strategies for neighborhood growth; 2) answer questions pertaining to migration
Teacher task (set):	Explain that during the end of the 19th century, as urbanization began to take place, neighborhoods developed. As people lived near each other in the same neighborhoods, there was cooperation between the families.
Teacher task (overview):	Explain to students that just as people had to persevere through the difficult times during Reconstruction, they also had to decide on how and where they would live afterwards. People migrated and neighborhoods developed. Groups of people ultimately formed neighborhoods.
Teacher task (instruction):	Have students gather into groups of four to discuss strategies for neighborhood growth. Each group should have a captain who will speak for his/her group. Everyone will take notes. Groups should discuss issues such as: Who will live in the neighborhoods? How will the house prices be fair? Who will be the builders? What will be done for the children (playgrounds, daycare)? What can be used for social gatherings (golf course, clubhouse)? What type of social gatherings will there be? How can everyone join together to keep the neighborhood safe? What are some other ways in which neighbors can join together to help each other? What strategies can be used to welcome families from lower socio-economic backgrounds? How can each group create a diverse neighborhood?
Student task:	Follow instructions. Students should focus on ways the neighborhood can grow through effective teamwork.
Teacher task (closure):	After the students have finished discussions, allow the captains to describe the group's strategy to the class. Ask the class if, after the neighborhoods are formed, would they then allow immigrants to move in.
Student assessment:	Participation in the activity (and post activity discussion).

# 10th Grade Unit

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Challenge activities:

\*Prior to the field trip, have the students study the history of Tuskegee and Tuskegee Institute. Explain to students that just as people migrated to various parts of the country, people also migrated to the Tuskegee, Alabama area. In 1881, Booker T. Washington founded the Tuskegee Institute. Mr. Washington formed his own neighborhood. This neighborhood consisted of people from many different backgrounds. Have students answer the "Migration to Tuskegee" questions.

Plans for re-teaching:

Post-site lesson



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## The George Washington Carver Classroom

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### POST-SITE LESSON Populist Movement

Duration:	15 minutes
Location:	The George Washington Carver Classroom
Materials:	Pencils and paper
Thematic Unit:	Perseverance
Curriculum areas:	Social Studies and Science

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### INSTRUCTIONAL STRATEGIES

Overview:	During the field trip to Tuskegee, we have learned about how people persevered the difficult times of the late 1800s and early 1900s. We have also seen evidence of the fact that George Washington Carver and Booker T. Washington persevered many hardships on the road to success. We will learn more about the impact that social decisions had on the South.
Student task:	Have students research the Populist Movement on the Internet and in textbooks. Students will debate ideas for a new industry for Tuskegee. Students will form groups to discuss how the Populist Movement affected the Tuskegee area, as well as the South.
English Language Arts:	Have the teacher divide the class in half for a debate. After the field trip to Tuskegee and thorough research of the Populist Movement, have the students debate ideas for a new industry in Tuskegee. (Students may also suggest new ideas for their own hometown.) Students should consider how this new industry will benefit the residents of the city. Each group should have convincing statements as to why their idea is best for the area.
Social Studies:	Have the teacher instruct the students to form groups of three to discuss the impact that the Populist Movement had on the Tuskegee and Macon County area. Each group should consist of a captain, a recorder, and a timekeeper. Groups should consider questions such as: Did migrants affect wages and availability of work in Tuskegee? Who joined the Movement? What factors contributed to their problems?

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## The George Washington Carver Classroom

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### Vocabulary

Progression:	The action or process of advancing
Persevere:	To persist in a state, enterprise, or undertaking in spite of counter-influences, opposition, or discouragement.
Reconstruction:	The reorganization or reestablishment of the seceded states in the Union after the American Civil War.
Lobbying:	To conduct activities aimed at influencing public officials and especially members of the legislative body on legislation.
Urbanization:	The quality or state of being urbanized.
Migrate:	To move from one place to another

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### SUGGESTED REFERENCES

Up From Slavery  
By Booker T. Washington

George Washington Carver.... The Poor People's Scientist  
By Richard Pilant



## Tuskegee Institute NHS Parks as Classroom

We are glad you had the opportunity to participate in the education program at Tuskegee National Historic Site. Please help us continue to improve and develop this program by taking a few minutes to complete this form. We know how valuable your classroom time is, and we want to insure our curriculum and programs are serving your needs. Thank you for your time. Please return to Tuskegee National Historic Site, Division of Resource Education, 1212 West Montgomery Road, Tuskegee, AL 36088.

Name of School: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 \_\_\_\_\_  
 Teacher's Name: \_\_\_\_\_ Grade Level: \_\_\_\_\_  
 Program Title: \_\_\_\_\_ Date of Visit: \_\_\_\_\_  
 Name of Ranger(s): \_\_\_\_\_

How did you learn about this program? \_\_\_\_\_  
 Was the reservation system convenient? \_\_\_\_\_ Yes \_\_\_\_\_ No  
 Did you have everything you needed to prepare for the Trip? \_\_\_\_\_ Yes \_\_\_\_\_ No  
 Suggestions: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

How did you prepare for the visit? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Please comment on the strengths and weaknesses of the program/presenter and any methods/materials utilized.

What was the best part of the educational experience? \_\_\_\_\_  
 \_\_\_\_\_

Please circle your response to the following questions:

1 (high/agree) 2 (medium/okay) 3 (low/disagree)

Overall Evaluation

Usefulness from curriculum standpoint:	1	2	3
Quality:	1	2	3
Interest level of students:	1	2	3
Age Appropriate:	1	2	3

Program:

Relevant to curriculum:	1	2	3
Suitable for class size:	1	2	3
Appropriate Length:	1	2	3
Content for age group:	1	2	3

Use program in future:	1	2	3
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Ranger effectiveness:	1	2	3
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## The Oaks Classroom



**A thematic unit on Progression featuring:**

**Social Pioneers  
Innovation and Science  
Philosophy Debate**

**Meets Alabama Curriculum Objectives for**

**11TH GRADE**





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# 11th Grade Unit

National Park Service  
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## The Oaks Classroom

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### TO THE TEACHER

Thank you for participating in the Tuskegee National Historic Site education program. The program provides an interdisciplinary learning experience for students on the natural and cultural resources of the Site with Alabama curriculum objectives.

The theme of your program is "Progression." Students will learn about the cultural resources of the Site by learning about the work of George Washington Carver. The pre-visit activities included in this packet are specific to the theme of your program and should be presented prior to your visit. The Park Ranger conducts the on-site instruction with assistance in discussion and discipline by the teacher. The post-site activities are designed to reinforce and build upon the Site experience. Please feel free to contact the Site at (334) 727-3200 if you have any further questions.

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### CLASSROOM PARAMETERS

Target Class Size:	30-60 11th Grade students
Curriculum areas:	Social Studies and Language Arts
Site:	The George Washington Carver Museum
Learning Strategies:	A hands-on, minds-on, investigation of progression.
Pre-Site:	Pre-site activities
On-Site:	10:00 a.m. to 1:00 p.m. (we are flexible). An introduction by Park Ranger will be followed by an activity on social pioneers. Break for lunch. Students will then conduct an activity on innovation and science and a debate of the philosophies of W.E.B. DuBois and Booker T. Washington.
Post-site:	Post-site activities, and evaluation.



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## The Oaks Classroom

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### LOGISTICAL INFORMATION Important Reminders for a Successful Program

- Map:** A map of the classroom and surrounding area is included in this guide. If you need specific directions to the George Washington Museum, please contact the Site at (334) 727-3200 between the hours of 9:00 a.m. and 4:30 p.m. central standard time.
- Where to meet:** All students, teachers, and chaperones will meet the Park Ranger at the bus parking area behind the "Oaks". The "Oaks" is located approximately 100 yards east of the main entrance across the street (Old Montgomery Road) from the campus. The students will be taken directly to the George Washington Carver Museum for a restroom break. The introduction will begin after returning to the "Oaks" following the restroom break.
- Restrooms:** Restrooms are located in the George Washington Carver Museum. It is important that students use the restroom when arriving because the activities will be conducted at the "Oaks" where there are no restroom facilities.
- Lunch:** Lunches will be kept on the bus for the duration of the program. Tuskegee National Historic Site's Parks as Classroom department has an outdoor area behind the "Oaks" available for schools who visit the site. The area has no restroom facilities, or tables at this time, but students may sit in the grass on good weather days. Teachers will need to discuss other alternatives in the case of adverse weather.
- Weather Conditions:** Please remind students, the day before your Site visit, to wear appropriate footwear and clothing for a program that includes some outdoor time. Flip flops and sandals are not recommended. Temperatures and weather may be unpredictable. Call the Division of Resource Education (334) 727-3200 if weather is a concern.
- Discipline:** The teacher is responsible for discipline during the program. Please remind your chaperones that they will be expected to assist with this duty.
- Chaperones:** The program is designed for a class of up to 60 students. Maximum sized groups will be divided in half. We require that a minimum of one teacher and/or chaperone be available for every eight students to maintain a positive and rewarding learning experience. Please share materials with the chaperones so that they may be prepared for the program and have the opportunity to interact with the students.
- Safety:** Please review and be aware of safety concerns addressed in the pre-site lesson. Notify the Park Ranger of any special concerns or medical conditions.
- Cancellations:** Should anything unforeseen occur preventing you from keeping your appointment, please contact the Division of Resource Education at (334) 727-3200 to notify us of your late arrival or cancellation. Late arrivals may impact other scheduled groups so being more than 10 minutes late will result in an activity being cut from the program. Being more than 15 minutes late may result in your forfeiting your entire program.



## The George Washington Carver Classroom

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### BACKGROUND INFORMATION

#### Site Description

Nat'l Park Service:



The National Park Service is charged with the management and preservation of the nation's most precious natural and cultural resources. These resources are woven into our natural heritage, and they provide opportunities for recreation, appreciation of beauty, historical reflection, cultural enrichment, and environmental education.

The future vision of the service includes protection of Park resources; access and enjoyment for all people; education and interpretation to convey contributions of each Park unit and the Park system to the nation's values, character, and experience; continuing science, research, and resource management to effectively manage and protect Park resources.

Tuskegee NHS:



Tuskegee National Historic Site is the location of one of America's first southern African-American industrial schools. The school's founder was Booker T. Washington, and his work at Tuskegee helped him to become one of the greatest African-American leaders of his time. Booker T. Washington hired George Washington Carver who also became an American icon.

Tuskegee was operated by African-Americans during an era of repression in the late 1800s, and it became a beacon of hope for African-Americans. The school successfully merged education and industry to sustain the campus and community, as well as provide goods and services for commercial markets. Tuskegee University continues to foster the mission envisioned by Booker T. Washington as a center of influence in developing leaders who impact politics, economics, education, the military and arts and sciences. The University continues to foster the examples set by George Washington Carver, and other professors, for being a center for application-based research and social research.

Tuskegee Industrial School, and now Tuskegee University, played and continues to play a significant role in the ascent of African-Americans into mainstream America. As the first principal of Tuskegee from 1881 through 1915, Booker T. Washington showcased his talents and provided a national stage for himself and other individuals associated with the institution.





## George Washington Carver Classroom

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### ALABAMA CURRICULUM CORRELATIONS Eleventh Grade

#### Language Arts Skills to be explored:

- Demonstrate reading improvement gained through substantial amounts of daily reading
- Read selections by American authors and secondary sources by literary critics
- Recognize masterful use of language
- Recognize the style of selected American authors
- Justify personal opinions about authors, issues, styles, and trends in American literature
- Differentiate points of view
- Participate in informal debate
- Employ critical thinking skills in class discussions, lectures, and speeches---noting aspects that affect meaning
- Describe the general development of American literature emphasizing twentieth-century writings
- Demonstrate proficiency in using available technology for expression and learning
- Produce effective, planned oral presentations
- Participate constructively in classroom and small-group discussions
- Conduct individual research using all aspects of the research process
- Adjust tone, word choice, and content when participating in interviews for various purposes

#### Social Studies Skills to be explored:

- Evaluate the accomplishments and limitations of the Progressive Movement.
- Evaluate the presidential leadership of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson in terms of their effectiveness in obtaining passage of reform measures
- Analyze racial and ethnic conflict during the 1920's and 1930's in the state and nation
- Analyze America's involvement in World War II
- Examine change and conflict in American culture after 1945 (Baby Boom)
- Examine the political and social significance of John F. Kennedy's administration
- Analyze domestic and foreign policies of Lyndon B. Johnson's presidency
- Examine significant changes in American society and their effect on Alabama from the 1990's to the present

# 11th Grade Unit

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## THE GEORGE WASHINGTON CARVER CLASSROOM

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### INTRODUCTION Eleventh Grade

In this 11th grade curriculum guide, we will be discussing the theme of "Progression." Using the historic setting of Tuskegee Institute National Historic Site, students will gain a better understanding of how society has progressed through the years. We will be focusing primarily on the progression of African-Americans through the years by comparing and contrasting philosophies and obstacles of great Americans of Tuskegee Institute in the late 19th century and early 20th century.

In the Pre-Site lessons, students will create and use timelines that will show significant events of the twentieth century. This pre-site lesson will assist the students in preparing for their visit to Tuskegee Institute National Historic Site by giving the needed background information and foundation knowledge. The curriculum-based education package is designed to lead students to an understanding of African-American progression. Upon completion of this program, students will have a deep understanding of the societal changes that occurred between the late 19th century to the present. This package is designed to allow the students to research, discover, and form their own opinions of the subject. Critical and analytical thinking is required on the part of the students. The students will form their opinions from the research that they are required to do. Students will complete a book report, research, plan a debate, and attempt to persuade others of the opinions that they form as they complete these activities. This program is designed to make use of the Historic Site in such a way as to bring the history alive while conducting activities that make the history personal for the students.

In the On-Site lessons, students will create a list of George Washington Carver's achievements. They will discuss George Washington Carver's philosophies by examining the meaning behind one of Carver's favorite literary works. Students will discover the achievements of other African-Americans of the same time frame while comparing and contrasting these figures and their philosophies. These activities emphasize the importance of the theme on "Progression" while allowing students to discover for themselves that many philosophies and ideas were involved in the progression of civil rights.

Lastly, in the Post-Site lesson, students will reread the literary work that was discussed in one of the on-site lessons. After reading the material, students will answer the questions provided in the activity to write an essay. This essay will help students to consider their own progression through life.

The Tuskegee Institute National Historic Site's Parks-as-Classroom program will strive to create a memorable experience for the students so that the lessons learned will be better retained. The post-site activities will allow teachers to evaluate and reinforce the lessons that were taught in the pre and on-site activities.

The Tuskegee Institute National Historic Site's Parks-as-Classroom program is a flexible system that will modify for improvement based on teacher evaluations and comments. Every package contains an evaluation form that should be filled out and returned to 1212 Old Montgomery Road Tuskegee Institute, Alabama 36088.

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## The Oaks Classroom

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### PRE-SITE LESSON Societal Changes

Duration:	30-45 Minutes
Location:	School Classroom
Materials:	Internet, books, pen, and paper
Thematic unit:	Progression
Curriculum areas:	Social Studies

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### Instructional Strategies

Learning Objectives:	The students will be able to: 1) create a timeline of significant events in Alabama during the twentieth century, particularly those events that affected (Tuskegee University and/or African-American culture).
Teacher Task (set):	Introduce the theme of "Progression" and the use of timelines.
Teacher task (overview):	Explain to students that they will be learning about the impact of twentieth century events such as the Progressive Movement, presidential social reform measures, and World War II, on the state of Alabama.
Teacher task (introduction):	Use a chalk board to show students how a timeline is constructed including periods of major importance (1920's, 1930's, WWII, 1960's, etc).
Student task:	Listen to instructions, and complete activities.
Teacher task (closure):	Follow instructions on the activities and explain to the students how they can find all pertinent information in history books and on the Internet.
Student assessment:	Student's participation in activity.
Challenge activities:	Have students create a timeline of world events that took place during the twentieth century.
Plan for re-teaching:	Have students create time-lines recording locations and activities of their respective family members during the same time frame of the previous lesson.

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## The Oaks Classroom

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### PRE-SITE LESSON Pioneers

Duration:	30-45 Minutes
Location:	School classroom
Materials:	Books, chalkboard, pen, and paper
Thematic units:	Progression
Curriculum areas:	Social studies and English Language Arts

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### INSTRUCTIONAL STRATEGIES

#### Learning Objectives:

The students will be able to: 1) effectively discuss the book George Washington Carver....the poor people's scientist by Richard Pilant in a detailed book report  
2) define the term "pioneer."

Teacher Task (set):	Discuss with the class the theme of Progression and the significance of the life of George Washington Carver.
Teacher task (overview):	Explain to students that they will be learning about the impact of pioneers such as George Washington Carver and the improvements that his innovations brought about in the South and American society as a whole.
Teacher task (introduction):	Begin discussion with the class by explaining what a pioneer is and how they impact society. Select an excerpt from the book George Washington Carver....the poor people's scientist or from the book's preface-to read to the class. Use a chalkboard to illustrate the format of a book report.
Student task:	Read the book and complete book report.
Teacher task (closure):	Periodically discuss sections of the book with the class. Encourage feedback from the class. Assess students' understanding and appreciation of the life and times of Dr. Carver.
Student assessment:	Completion of the book and corresponding book report. All sentences should be structured with proper grammar and punctuation.
Challenge activities:	Have students research various historical pioneers such as Booker T. Washington, Martin Luther King, Jr., W.E.B. DuBois, etc.
Plan for re-teaching:	Have students read and complete a book report on Booker T. Washington's "Up From Slavery."



## The Oaks Classroom

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### PRE-SITE LESSON Safety Lesson-Teacher Discussion Sheet

Dangers on fieldtrips: Discuss horseplay, respect, and possible weather conditions.

Avoid dangers by:

- Staying together as a group
- Not running or playing rough
- Watch where you put your hands and feet
- Understanding crosswalks
- Listening to instructions

Words to the wise: The University is a museum where all things are protected by law. The University can be a busy place with many people so not paying attention can get you lost. There is a busy road with crosswalks, but people in cars can see adults and groups easier than they can see one small child.

#### Items for a safe visit:

##### Necessary

- Day pack
- Bottled water
- Lunch or snack
- Rain gear
- Good walking shoes

##### Do not bring

- Chewing gum
- Sandals, flip-flops, or other loose shoes
- Sharp objects
- Heavy or awkward items
- Weapons of any kind

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## The George Washington Carver Classroom

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### ON-SITE LESSON Innovator and Scientist

Duration:	20 minutes
Location:	George Washington Carver Classroom
Materials:	Notebook and paper
Thematic Unit:	Progression
Curriculum areas:	Social Studies and English Language Arts

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### INSTRUCTIONAL STRATEGIES

Learning Objectives:	The students will be able to: 1) identify the vast implications of the work of George Washington Carver; 2) list some of Dr. Carver's inventions and contributions to society
Teacher task (set):	Explain to students that they will be creating a list of Dr. Carver's inventions.
Teacher task (overview):	Explain to the students that Dr. Carver arrived at Tuskegee in 1896. Over the years his scientific innovations made a tremendous impact on American society.
Student task (instruction):	Have the students create a list of Dr. Carver's inventions as they walk through the museum. A list of his creations may also be included. The list should include 25-30 items.
Student task:	Follow instructions. Work may be done individually or with a partner.
Teacher task (closure):	Allow the students to work together with little supervision. When the museum tour is complete, the lists should be complete.
Student assessment:	Participation in the activity and follow up discussion.
Challenge activities:	Have students make a list of items in his/her own home that may have originated (or, it's origins) in Dr. Carver's laboratories.
Plans for re-teaching:	Post-visit summary and discussion.

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## The George Washington Carver Classroom

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### ON-SITE LESSON Debate

Duration:	2 weeks prior to visit; 20-30 minutes on site
Location:	George Washington Carver Classroom
Materials:	Paper-Background information
Thematic Unit:	Progression
Curriculum areas:	Social Studies and Language Arts

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### INSTRUCTIONAL STRATEGIES

Learning objectives:	The students will be able to: 1) Discuss and debate the ideas of Tuskegee Institute's founders; 2) Interview the teacher for the purpose of recording his/her perception of the outcome of the debate between Washington and DuBois.
Teacher task (set):	Explain that the founders of Tuskegee Institute had different ideas and plans for the school.
Teacher task (overview):	Explain to students that Booker T. Washington and W.E.B. DuBois held a formal debate in front of an audience. The reason for the debate was for each man to express his own ideas for the direction of the school and for the audience to become aware of the ideas.
Teacher task (instruction):	<p>Two weeks prior to the field trip, the students will be divided into two teams. Each team will select a captain. This captain will assume the role of either Washington or DuBois. After selecting a captain, each student will receive a copy of the team's side of the issues.</p> <p>The team will help prepare the captain for debating his side of the issues. Material containing information on the Washington-Dubois debate will accompany this lesson.</p>
Student task:	Follow instructions. Each team member should have input regarding his/her captain's points of discussion. Prior to the visit to the museum, each team captain should be prepared with a debate format. Each student should have a copy of his/her team's side of the debate, possibly in "bullet" form. When at the museum, the two team captains will engage in a debate.
Teacher task (closure):	After the students finish the debate, tell them to judge the effectiveness of the team captains by the reaction of the audience. *Explain to the students that the audience may include members of the general public.
Student assessment:	Participation in the activity (and post activity interview).
Challenge activities:	When the class returns, have students conduct an interview with the teacher. Each student should create his/her own list of interview questions.



## Booker T. Washington

The issues raised between Booker T. Washington and W. E. B. DuBois will be the theme for this debate. For two decades Washington established a dominant tone of gradualism and accommodation among blacks, only to find in the latter half of this period that the leadership was passing to more militant leaders such as W. E. B. DuBois.

During the four decades following reconstruction, the position of the Negro in America steadily deteriorated. The hopes and aspirations of the freedmen for full citizenship rights were shattered after the federal government betrayed the Negro and restored white supremacist control to the South. Blacks were left at the mercy of ex-slaveholders and former Confederates, as the United States government adopted a "hands-off" policy regarding the "Negro problem" in the South. The era of Jim Crow brought to the American Negro disenfranchisement, social, educational, and occupational discrimination, mass mob violence, murder, and lynching. Under a sort of servitude, black people were deprived of their civil and human rights and reduced to a status of quasi-slavery or "second-class" citizenship. Strict legal segregation of public facilities in the southern states was strengthened in 1896 by the Supreme Court's decision in the Plessy vs. Ferguson case. Racists, both in the north and south, proclaimed that the Negro was subhuman, barbaric, immoral, and innately inferior, physically and intellectually, to whites. Totally incapable of functioning as an equal in white civilization.

Between the Compromise of 1877 and the Compromise of 1895, the problem facing Negro leadership was clear: how to obtain first-class citizenship for the Negro American. How to reach this goal caused considerable debate among Negro leaders. Some advocated physical violence to force concessions from the whites. A few urged Negroes to return to Africa. The majority, however, suggested that Negroes use peaceful, democratic means to change undesirable conditions. Some black leaders encouraged Negroes to become skilled workers, hoping that if they became necessary to the prosperity of the South, political and social rights would be granted to them. Others promoted struggle for civil rights, specifically the right to vote, on the theory that economic and social rights would follow. Most agreed that solutions would come gradually.

Negro leadership near the turn of the century was divided between these two tactics for racial equality, which may be termed the economic strategy and the political strategy. The most heated controversy in Negro leadership at this time raged between two remarkable black men-Booker T. Washington and W. E. B. DuBois. The major spokesman for the gradualist economic strategy was Washington. DuBois was the primary advocate of the gradualist political strategy.

Booker T. Washington emerged in the midst of worsening social, political, and economic conditions for American blacks. His racial program set the terms for the debate on Negro programs for the decades between 1895 and 1915. Born a slave in a Virginia log cabin in 1856, Booker T. Washington was founder and principal of Tuskegee Institute, a normal and industrial school in Alabama. Washington had worked his way through Hampton Institute in Virginia. General Samuel Chapman Armstrong, the principal of Hampton, had established a program of agricultural and industrial training and Christian piety for Negroes acceptable to southern whites. Washington learned the doctrine of economic advancement combined with acceptance of disfranchisement and appeasement with the white South from Armstrong. Washington taught at Hampton until 1881, when he was chosen to head a new school at Tuskegee. His rise to national prominence came in 1895 with a brief speech which outlined his social philosophy and racial strategy. Washington was invited to speak before an integrated audience at the opening of the Cotton States and International Exposition held in Atlanta in September, 1895. He was the first Negro ever to address such a large group of southern whites.

Washington is remembered chiefly for this "Atlanta Compromise" address. In this speech, he called on white America to provide jobs and industrial-agricultural education for Negroes. In exchange, blacks would give up demands for social equality and civil rights. His message to the Negro was that political and social equality were less important as immediate goals than economic respectability and independence. Washington believed that if blacks gained an economic foothold,



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and proved themselves useful to whites, then civil rights and social equality would eventually be given to them. Blacks were urged to work as farmers, skilled artisans, domestic servants, and manual laborers to prove to whites that all blacks were not "liars and chicken thieves."

The philosophy of Washington was one of accommodation to white oppression. He advised blacks to trust the paternalism of the southern whites and accept the fact of white supremacy. He stressed the mutual interdependence of blacks and whites in the South, but said they were to remain socially separate: "In all things that are purely social we can be as separate as the fingers, yet one as the hand in all things essential to mutual progress." Washington counseled blacks to remain in the South, obtain a useful education, save their money, work hard, and purchase property. By doing such things, Washington believed, the Negro could ultimately "earn" full citizenship rights.

White Americans responded with enthusiasm to Washington's racial policies, and made him the national Negro leader. "It startled the nation," wrote DuBois, "to hear a Negro advocating such a program after many decades of bitter complaint; it startled and won the applause of the South, it interested and won the admiration of the North; and after a confused murmur of protest, it silenced if it did not convert the Negroes themselves." Northern whites saw in Washington's doctrine a peace formula between the races in the South. Southern whites liked the program because it did not involve political, civil, and social aspirations, and it would consign the Negro to an inferior status.

Because Washington's program conciliated whites, substantial contributions from white philanthropists were given to Tuskegee and other institutions that adopted the Washington philosophy. Washington's prestige grew to the point where he was regarded as the spokesman for the entire Negro community. With strong white support, Washington became the outstanding black leader not only in the fields of education and philanthropy, but in business and labor relations, politics and all public affairs.

In 1901, Washington published his carefully executed and immensely popular autobiography, *Up From Slavery*. It is a classic "Horatio Alger" success story containing Washington's program of accommodation and self-help. *Up From Slavery* gave an overly optimistic view of black life and race relations in America. It gave another boost to Washington's career because it said what whites wanted to hear.

Washington's career is full of paradoxes. He advised blacks to remain in the South and avoid politics and protest in favor of economic self-help and industrial education. But he became a powerful political boss and dispenser of patronage, the friend of white businessmen like Andrew Carnegie, and advisor of presidents. Washington publicly accepted without protest racial segregation and voting discrimination, but secretly financed and directed many court suits against such proscriptions of civil rights. He preached a gospel of Puritan morality and personal cleanliness, yet engaged in acts of sabotage and espionage against his black critics. Before whites he was a model of humility and ingratiation; to his staff and students at Tuskegee he was a benevolent despot.



## W.E.B DuBois

W. E. B. DuBois was born in Great Barrington, Massachusetts, in 1868. His family had not known the stigma of slavery for over a hundred years. DuBois was educated at Fisk University, Harvard University (where he earned his Ph.D. in history in 1895) and the University of Berlin. DuBois was a professor of economics and history at Atlanta University where he conducted a series of sociological studies on the conditions of blacks in the South at the same time Washington was developing his program of industrial education.

DuBois was not an early opponent of Washington's program. He enthusiastically accepted the Tuskegeean's "Atlanta Compromise" philosophy as sound advice. He said in 1895 that Washington's speech was "a word fitly spoken." In fact, during the late 1890's, there were several remarkable similarities in the ideas of the two men, who for a brief period found issues on which they could cooperate. Both Washington and DuBois tended to blame Negroes themselves for their condition. They both placed emphasis on self-help and moral improvement rather than on rights. Both men placed economic advancement before universal manhood suffrage. The professor and the principal were willing to accept franchise restrictions based on education and property qualifications, but not race. Both strongly believed in racial solidarity and economic cooperation, or black nationalism. They encouraged the development of Negro business. They agreed that the black masses should receive industrial training.

The years from 1901 to 1903 were years of transition in DuBois' philosophy. DuBois grew to find Washington's program intolerable, as he became more outspoken about racial injustice and began to differ with Washington over the importance of liberal arts education when the latter's emphasis on industrial education drew resources away from black liberal arts colleges. DuBois noted that Washington's accommodating program produced little real gain for the race. Another factor that alienated DuBois from Washington was the fact that Washington and his "Tuskegee Machine"-an intricate, nation-wide web of institutions in the black community that were conducted, dominated, and strongly influenced by Washington-kept a dictatorial control over Negro affairs that stifled honest criticism of his policies and other efforts at Negro advancement. DuBois came to view Washington as a political boss who had too much power and used it ruthlessly to his own advantage. Although DuBois admitted that he was worthy of honor, he believed Washington was a limited and misguided leader.

DuBois launched a well-reasoned, thoughtful, and unequivocal attack on Washington's program in his classic collection of essays, *The Souls of Black Folk*, in 1903. With the publication of this book, DuBois took the leadership in the struggle against Booker T. Washington and headed the radical protest movement for civil rights for Negroes. In *The Souls of Black Folk*, DuBois took the position that "the Black men of America have a duty to perform; a duty stern and delicate-a forward movement to oppose a part of the work of their greatest leader."

In an essay entitled, "Of Mr. Booker T. Washington and Others," DuBois said that Washington's accommodationist program asked blacks to give up political power, insistence on civil rights, and higher education for Negro youth. He believed that Washington's policies had directly or indirectly resulted in three trends: the disfranchisement of the Negro, the legal creation of a distinct status of civil inferiority for the Negro, and steady withdrawal of aid from institutions for the higher training of the Negro. DuBois charged that Washington's program tacitly accepted the alleged inferiority of the Negro. Expressing the sentiment of the radical civil rights advocates, DuBois demanded for all black citizens 1) the right to vote, 2) civic equality, and 3) the education of Negro youth according to ability. Generally, DuBois opposed Washington's program because it was narrow in its scope and objectives, devalued the study of the liberal arts, and ignored civil, political, and social injustices and the economic exploitation of the black masses.

DuBois firmly believed that persistent agitation, political action, and academic education would be the means to achieve full citizenship rights for black Americans. His educational philosophy directly influenced his political approach. He

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stressed the necessity for liberal arts training because he believed that black leadership should come from college-trained backgrounds. DuBois' philosophy of the "Talented Tenth" was that a college-educated elite would chart, through their knowledge, the way for economic and cultural elevation for the black masses.

In 1905, DuBois helped found a radical civil rights protest organization called the "Niagara Movement" Its members were predominately northern, urban, college-educated black men-the "Talented Tenth." This short-lived movement launched a campaign for complete equality and justice for blacks, with an emphasis on political rights. Lack of financial support caused the Niagara Movement-the direct forerunner of the NAACP-to dissolve by 1910.

In 1909, after an outbreak of rioting and murders of Negroes in Springfield, Illinois, a protest meeting was held in New York that led to the formation of the National Association for the Advancement of Colored People. DuBois was one of the founding members of the organization. The NAACP was a coalition of black and white radicals which sought to remove legal barriers to full citizenship for Negroes. The association began an intensive campaign to bring about the enforcement of the Fourteenth and Fifteenth Amendments. The NAACP fought against segregation and discrimination mainly in the courts.

DuBois was the director of NAACP publications and research, and founder-editor of the association's official publication, *The Crisis*. This magazine, one of the best sources of information about the black world, became the vehicle through which DuBois could describe his racial program and political ideals to the black American community. From 1910 to 1915, DuBois voiced the new desires of the American Negro in *The Crisis*. This was a period of increasing influence for the leadership of DuBois and the NAACP. Washington felt threatened by the rise of the association, and the philosophical battle between Washington and DuBois continued until the former's death in 1915.

Both Washington and DuBois wanted the same thing for blacks-first-class citizenship-but their methods for obtaining it differed. Because of the interest in immediate goals contained in Washington's economic approach, whites did not realize that he anticipated the complete acceptance and integration of Negroes into American life. He believed blacks, starting with so little, would have to begin at the bottom and work up gradually to achieve positions of power and responsibility before they could demand equal citizenship-even if it meant temporarily assuming a position of inferiority. DuBois understood Washington's program, but believed that it was not the solution to the "race problem." Blacks should study the liberal arts (studies such as language, philosophy, history, literature, and science) and have the same rights as white citizens. Blacks, DuBois believed, should not have to sacrifice their constitutional rights in order to achieve a status that was already guaranteed.

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## The George Washington Carver Classroom

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### ON-SITE LESSON Poem

Duration:	10 minutes
Location:	George Washington Carver
Materials:	Poem Equipment
Thematic Unit:	Progression
Curriculum areas:	Social Studies and Language Arts

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### INSTRUCTIONAL STRATEGIES

Learning objectives:	The students will be able to: 1) identify that the poem Equipment was George Washington Carver's favorite poem; 2) understand the meaning behind the poem
Teacher task (set):	Explain that the poem Equipment has a meaning. This meaning was the reason Dr. Carver appreciated it the way he did.
Teacher task (overview):	Explain to students that Dr. Carver appreciated this poem because it encouraged him to use his own talents and skills to the best of his ability in order to make the important decisions in his life.
Teacher task (instruction):	After explaining the meaning behind the poem to the students, instruct the students to pair with a partner. Each pair of students will discuss what the poem means to him/her. The students may also discuss how they can use their own skills and talents to work toward a successful future.
Student task:	Follow instructions. Students should focus both on the personal meaning they take from the poem and also how the poem might have helped shape Dr. Carver's career.
Teacher task (closure):	After the students discuss the poem, tell them to keep the poem for future reference. Explain to the students that it is always beneficial to receive encouragement from other people.
Student assessment:	Participation in the activity (and post activity discussion).
Challenge activities:	Have students read often about the lives of successful people.
Plans for re-teaching:	Post-site lesson

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## The Oaks Classroom

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### POST-SITE LESSON Important Decisions

Duration:	15 minutes
Location:	The George Washington Carver Classroom
Materials:	Pencils and paper
Thematic Unit:	Progression
Curriculum areas:	Social Studies and Science

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Overview:	During the field trip to Tuskegee, we have learned about the life experiences of Dr. George Washington Carver. We have also seen evidence of the fact that Dr. Carver had to make many important decisions. We will learn more about what it means to make proper decisions in our lives.
Student task:	Students will re-read the poem Equipment by Edgar A. Guest. Students will write a 1, to 2 page essay. Students will work together for a small-group discussions.
English Language Arts:	<p>Have the teacher explain to the students that the poem Equipment was Dr. Carver's favorite poem because it stressed the importance of making good decisions. After reading the poem, write a 1 to 2-page essay on one of the following topics:</p> <ul style="list-style-type: none"><li>a) What does the poem say about doing the right thing? Can you apply it to your own life? How?</li><li>b) If you were doing experiments of Dr. Carver today, what would be your subject of study? Why?</li><li>c) What is the difference between right and wrong?</li></ul> <p>Students may also be encouraged to read their essays to the class.</p>
Social Studies:	<p>Have the teacher tell the students to gather into small groups to discuss the impact that Tuskegee University, George Washington Carver, and Booker T. Washington have had on society. Students may also discuss the progress that African-Americans made during the twentieth century. What are some of the important decisions that have brought about positive change in the African-American community?</p> <p>*This lesson could be used to teach students to be conscious of making good career decisions.</p>

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## The Oaks Classroom

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### VOCABULARY

Progression	The process of progressing; progress.
Society	The totality of social relationships among humans.
Pioneer	A person who originates or helps open up a new line of thought or activity or a new method or technical development.
Career	A chosen pursuit; a profession or occupation.

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### SUGGESTED REFERENCES

Up From Slavery  
By Booker T. Washington



## Tuskegee Institute NHS Parks as Classroom

We are glad you had the opportunity to participate in the education program at Tuskegee National Historic Site. Please help us continue to improve and develop this program by taking a few minutes to complete this form. We know how valuable your classroom time is, and we want to insure our curriculum and programs are serving your needs. Thank you for your time. Please return to Tuskegee National Historic Site, Division of Resource Education, 1212 West Montgomery Road, Tuskegee, AL 36088.

Name of School: \_\_\_\_\_  
Address: \_\_\_\_\_  
Teacher's Name: \_\_\_\_\_ Grade Level: \_\_\_\_\_  
Program Title: \_\_\_\_\_ Date of Visit: \_\_\_\_\_  
Name of Ranger(s): \_\_\_\_\_

How did you learn about this program? \_\_\_\_\_  
Was the reservation system convenient? \_\_\_\_\_ Yes \_\_\_\_\_ No  
Did you have everything you needed to prepare for the Trip? \_\_\_\_\_ Yes \_\_\_\_\_ No  
Suggestions: \_\_\_\_\_

How did you prepare for the visit? \_\_\_\_\_

Please comment on the strengths and weaknesses of the program/presenter and any methods/materials utilized.

What was the best part of the educational experience? \_\_\_\_\_

Please circle your response to the following questions:

1 (high/agree) 2 (medium/okay) 3 (low/disagree)

Overall Evaluation

Usefulness from curriculum standpoint:	1	2	3
Quality:	1	2	3
Interest level of students:	1	2	3
Age Appropriate:	1	2	3

Program:

Relevant to curriculum:	1	2	3
Suitable for class size:	1	2	3
Appropriate Length:	1	2	3
Content for age group:	1	2	3

Use program in future:	1	2	3
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Ranger effectiveness:	1	2	3
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## The Oaks Classroom



A thematic unit on Responsibility featuring:

Writing Resumes and Cover Letters  
Campaigning and Voting  
Writing Curriculum, Newsletter, and Essays  
Interviewing  
Small-Group Discussions

Meets Alabama Curriculum Objectives for

12th GRADE







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## The Oaks Classroom

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### TO THE TEACHER

Thank you for participating in the Tuskegee National Historic Site education program. The program provides an interdisciplinary learning experience for students on the natural and cultural resources of the Site with Alabama curriculum objectives.

The theme of your program is "Responsibility." Students will learn about the cultural resources of the Site by learning to appreciate the scientific innovations of George Washington Carver. The pre-visit activities included in this packet are specific to the theme of your program and should be presented prior to your visit. The Park Ranger conducts the on-site instruction with assistance in discussion and discipline by the teacher. The post-site activities are designed to reinforce and build upon the Site experience. Please feel free to contact the Site at (334) 727-3200 if you have any further questions.

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### CLASSROOM PARAMETERS

Target Class Size:	25-50 Twelfth Grade students
Curriculum areas:	English Language Arts and Social Studies
Site:	George Washington Carver Museum
Learning Strategies:	Use listening skills to communicate with the Ranger. Communicate with the Ranger during questions and answer sessions. Also use observation skills in learning about the resources of the historic site. Learn the importance of responsible life decisions. Develop skills involved in the job search process.
Pre-Site:	Pre-site activities
On-Site:	9:00 a.m. to 12:00 p.m. (we are flexible). An introduction by Park Ranger, will be followed by students will write an essay describing their long and short-term career plans. There will be a mock class reunion where students explain how they've been responsible over the past ten years. Students will also develop interview skills.
Post-site:	Post-site activities, and evaluation.



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### LOGISTICAL INFORMATION Important Reminders for a Successful Program

- Map:** A map of the classroom and surrounding area is included in this guide. If you need specific directions to the George Washington Museum, please contact the Site at (334) 727-3200 between the hours of 9:00 a.m. and 4:30 p.m. central standard time.
- Where to meet:** All students, teachers, and chaperones will meet the Park Ranger at the bus parking area behind the "Oaks". The "Oaks" is located approximately 100 yards east of the main entrance across the street (Old Montgomery Road) from the campus. The students will be taken directly to the George Washington Carver Museum for a restroom break. The introduction will begin after returning to the "Oaks" following the restroom break.
- Restrooms:** Restrooms are located in the George Washington Carver Museum. It is important that students use the restroom when arriving because the activities will be conducted at the "Oaks" where there are no restroom facilities.
- Lunch:** Lunches will be kept on the bus for the duration of the program. Tuskegee National Historic Site's Parks as Classroom department has an outdoor area behind the "Oaks" available for schools who visit the site. The area has no restroom facilities, or tables at this time, but students may sit in the grass on good weather days. Teachers will need to discuss other alternatives in the case of adverse weather.
- Weather Conditions:** Please remind students, the day before your Site visit, to wear appropriate footwear and clothing for a program that includes some outdoor time. Flip flops and sandals are not recommended. Temperatures and weather may be unpredictable. Call the Division of Resource Education (334) 727-3200 if weather is a concern.
- Discipline:** The teacher is responsible for discipline during the program. Please remind your chaperones that they will be expected to assist with this duty.
- Chaperones:** The program is designed for a class of up to 60 students. Maximum sized groups will be divided in half. We require that a minimum of one teacher and/or chaperone be available for every eight students to maintain a positive and rewarding learning experience. Please share materials with the chaperones so that they may be prepared for the program and have the opportunity to interact with the students.
- Safety:** Please review and be aware of safety concerns addressed in the pre-site lesson. Notify the Park Ranger of any special concerns or medical conditions.
- Cancellations:** Should anything unforeseen occur preventing you from keeping your appointment, please contact the Division of Resource Education at (334) 727-3200 to notify us of your late arrival or cancellation. Late arrivals may impact other scheduled groups so being more than 10 minutes late will result in an activity being cut from the program. Being more than 15 minutes late may result in your forfeiting your entire program.

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### BACKGROUND INFORMATION Site Description

Nat'l Park Service:



The National Park Service is charged with the management and preservation of the nation's most precious natural and cultural resources. These resources are woven into our natural heritage, and they provide opportunities for recreation, appreciation of beauty, historical reflection, cultural enrichment, and environmental education.

The future vision of the service includes protection of Park resources; access and enjoyment for all people; education and interpretation to convey contributions of each Park unit and the Park system to the nation's values, character, and experience; continuing science, research, and resource management to effectively manage and protect Park resources.

Tuskegee Institute NHS:

Tuskegee National Historic Site is the location of one of America's first southern African-American industrial schools. The school's founder was Booker T. Washington, and his work at Tuskegee helped him to become one of the greatest African-American leaders of his time. Booker T. Washington hired George Washington Carver who also became an American icon.

Tuskegee was operated by African-Americans during an era of repression in the late 1800s, and it became a beacon of hope for African-Americans. The school successfully merged education and industry to sustain the campus and community, as well as provide goods and services for commercial markets. Tuskegee University continues to foster the mission envisioned by Booker T. Washington as a center of influence in developing leaders who impact politics, economics, education, the military and arts and sciences. The University continues to foster the examples set by George Washington Carver, and other professors, for be a center for application-based research and social research.



Tuskegee Industrial School, and now Tuskegee University, played and continues to play a significant role in the ascent of African-Americans into mainstream America. As the first principal of Tuskegee from 1881 through 1915, Booker T. Washington showcased his talents and provided a national stage for himself and other individuals associated with the institution.



## GEORGE WASHINGTON CARVER CLASSROOM

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### INTRODUCTION Twelfth Grade

In this 12th grade curriculum guide, we will be discussing the theme of "Responsibility." Students will gain a better understanding of the importance of being responsible in life.

In the Pre-Site lessons, students will create a resume and cover letter that responds to a particular job. The class will vote on who is hired. Students will also participate in a campaign. The class will research school curriculum from the late 1800s, and then develop a curriculum that is similar to one from the year 1881. Group members will also contribute to a class newsletter. In each activity, every student will be responsible for a certain amount of input; therefore, learning the value of responsibility.

In the On-Site lessons, students will get the opportunity to think and write about their long and short-term life goals. While creating this list of goals, the class will be instructed to be conscious of making responsible decisions. As an extension to this activity, students will take part in a mock, 10-year class reunion in which they will describe how they have been responsible over this amount of time. Pairs of students will discuss possible job-interview questions and the idea of "equal opportunity." Again, in this lesson, students will experience the reality of the responsibilities that accompany important life decisions.

Lastly, in the Post-Site lesson, students will again conduct cooperative-learning exercises that emphasize the significance of personal responsibility. Group members will contribute to a "State of the Union" - type speech in which one member explains the research of the group to the class. The same groups of students will create a list of responsibilities for the group member who assumes the role of "Park Representative." These Representatives of the National Park Service read his/her (pretend) responsibilities to the class. Throughout this learning experience involving the Tuskegee Institute National Historic Site, each student will gain an understanding of what it means to take on responsibility in his or her lives.

The Tuskegee Institute National Historic Site's Parks-as-Classroom program will strive to create a memorable experience for the students so that the lessons learned will be better retained. The post-site activities will allow teachers to evaluate and reinforce the lessons that were taught in the pre and on-site activities.

The Tuskegee Institute National Historic Site's Parks-as-Classroom program is a flexible system that will modify for improvement based on teacher evaluations and comments. Every package contains an evaluation form that should be filled out and returned to 1212 Old Montgomery Road Tuskegee Institute, Alabama 36088.

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## ALABAMA CURRICULUM CORRELATIONS Twelfth Grade

Language Arts Skills to be explored:

- Listen effectively in a wide range of circumstances
- Interpret and evaluate oral and written material
- Articulate other's positions as expressed in lecture, speech, film, informal debate, and group discussion
- Respond critically to argument
- Ask and answer questions coherently and concisely
- Write for a variety of purposes
- Write for specific audiences
- Use precise vocabulary in writing and speaking
- Learn to present formal oral presentations for a variety of purposes

Social Studies Skills to be explored:

- Examine the various roles of a citizen in a participatory Democracy
- Analyze political participation by Americans
- Analyze the relationship between rights and responsibilities of citizens

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### PRE-SITE LESSON Ambassador to Tuskegee

Duration:	30-45 Minutes
Location:	School Classroom
Materials:	Chalkboard, pen, and paper
Thematic unit:	Responsibility
Curriculum areas:	Social Studies and English Language Arts

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### INSTRUCTIONAL STRATEGIES

Learning Objectives:	The students will be able to: 1) create a resume and cover letter; 2) participate in a voting process; 3) participate in a campaign
Teacher Task (set):	Introduce the theme of "Responsibility" and the job search process.
Teacher task (overview):	Explain to students that they will be learning how to create a resume and cover letter. These two items, done professionally, are essential when applying for a job. Students will be applying for Ambassador to Tuskegee University. After everyone has submitted his/her resume and cover letter, the teacher will choose five candidates for the position. (Have the teacher select criteria for the job.) Judging by qualifications, the class will elect, by popular vote, an Ambassador. Explain to students that this (hypothetical) leadership position requires much responsibility.
Teacher task (introduction):	Have the teacher use a chalk board to illustrate the format of both a resume and a cover letter. Explain to students that they should list all of their best skills, talents, and experience (which may include classes taken, grades earned, school clubs, and various other achievements). Students should also make mention of instances when they were the most responsible.
Student task:	Listen to instructions, and complete activities.
Teacher task (closure):	After the assignments are complete, have the teacher write the criteria for the Ambassador of Tuskegee position on the chalkboard. Have the teacher select the five most qualified candidates for the job. Each candidate will explain to the class why he/she thinks they are the most qualified. After the last student is finished explaining how their skills best match the qualifications, have the class vote for Ambassador.
Student assessment:	Student's participation in activity.

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Challenge activities:	Have students gather into groups to develop a set of qualifications and responsibilities for mock government positions. These positions may be located in Tuskegee or the students' hometown.
Plan for re-teaching:	Have students form groups and select captains. Each group captain will campaign for Class Leader. The groups will discuss campaign strategies. The groups will also create a list of responsibilities of this new position.



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### PRE-SITE LESSON 1881 Curriculum

Duration:	30-45 Minutes
Location:	School classroom
Materials:	Books, chalkboard, Internet, pen, and paper
Thematic units:	Responsibility
Curriculum areas:	English Language Arts

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### INSTRUCTIONAL STRATEGIES

Learning Objectives:	The students will be able to: 1) compare and contrast school curriculum of modern times and those of the late 1800s; 2) write a curriculum that is appropriate for the year 1881; 3) create a newsletter
Teacher Task (set):	Discuss with the class the theme of Responsibility and the relevance of school curriculum in the success of students.
Teacher task (overview):	Explain to students that they will be learning about the content of a school curriculum. When Booker T. Washington founded the Tuskegee Institute in 1881, there had to be a curriculum developed. Mr. Washington and his faculty held the responsibility of creating a school curriculum. Although Tuskegee Institute was a college, students will assume roles of Tuskegee (high) school board members in the year 1881.
Teacher task (introduction):	Begin discussion with the class by explaining what a school curriculum is. Have the students divide into four groups. Each group will be responsible for a specific subject area of the curriculum. Every student in the class is a member of the Tuskegee school board in 1881. Groups will begin by researching, in textbooks and on the Internet, what schools taught in the late 1800s. The class will create an 1881 curriculum.
Student task:	Complete assignment.
Teacher task (closure):	Each student should have input into his/her group's subject area of the curriculum. Everyone will be responsible for contributing to the curriculum. Have each group select a spokesperson that will read sections of the subject area to the class.
Student assessment:	Student's participation in activity.
Challenge activities:	Have students contribute, as group members, to a class/senior newsletter. Every student will be responsible for some input into the newsletter (publisher, editor, etc.). Have students mention the field trip to Tuskegee.
Plan for re-teaching:	Have students contribute to the creation of an advertisement for the Tuskegee Institute National Historic Site.

# 12th Grade Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## George Washington Carver Classroom

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### ON-SITE LESSON Life Plans

Duration:	30-45 minutes
Location:	George Washington Carver Classroom
Materials:	Notebook and paper
Thematic Unit:	Responsibility
Curriculum areas:	English Language Arts

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### INSTRUCTIONAL STRATEGIES

Learning Objectives:	The students will be able to: 1) write a summary of their long and short-term life plans; 2) create a mock class reunion
Teacher task (set):	Explain to students that they will be focusing on their long and short-term plans for their lives.
Teacher task (overview):	Explain to the students that Booker T. Washington and George Washington Carver were both born into slavery. Although Mr. Carver was born sometime during the Civil War, slavery was still commonplace in many States. Upon acquiring freedom, both men took the responsibility of becoming educated. They both diligently developed career goals and sought out schools that would educate them. After finishing school, each man pursued his dreams of a successful career.
Student task (instruction):	After touring the George Washington Carver Museum, have the students write a two page essay describing their career goals. These goals should consist of long and short-term plans, respectively. Students should also mention where they intend to be (what they expect to have accomplished) in ten years.
Student task:	Follow instructions. Work should be done individually.
Teacher task (closure):	Encourage the students to be sincere. When everyone has completed the assignment, allow volunteers to read summaries of their essays to the class. Students should make special reference to the times when they need to be the most responsible.
Student assessment:	Participation in the activity and follow up discussion.
Challenge activities:	Have students perform a mock 10-year class reunion. Each student will explain to the class what type of job they have. Students should also mention how they have been responsible during those ten years.
Plans for re-teaching:	Have students perform a mock 20-year class reunion. Added responsibilities should include family and home.

# 12th Grade Unit

National Park Service  
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## The George Washington Carver Classroom

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### ON-SITE LESSON Interview

Duration:	30-45 minutes
Location:	George Washington Carver Classroom
Materials:	Pen and paper
Thematic Unit:	Responsibility
Curriculum areas:	Social Studies and Language Arts

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### INSTRUCTIONAL STRATEGIES

Learning objectives:	The students will be able to: 1) acquire interview skills; 2) discuss the meaning of "Equal Opportunity"
Teacher task (set):	Explain that the students will be discussing the responsibility required during the interview process.
Teacher task (overview):	Explain to students that just as a job seeker must prepare for a job interview, the employer must also be mindful of his/her own responsibilities. These employer responsibilities include such things as quality interview questions and giving everyone, regardless of appearance or background, equal opportunities.
Teacher task (instruction):	Instruct the students to pair with a partner. Have the teacher provide a list of employer titles for the class to choose from (National Park Service, Tuskegee Institute, City of Tuskegee, and Macon County). The students should also select a job title. One student will assume the role of employer and the other will be the job seeker. Each pair of students will create a list of ten (appropriate) interview questions. They will also discuss the answers to these questions.
Student task:	Follow instructions. Students should focus on their relevant responsibilities as employer and job seeker.
Teacher task (closure):	After the students practice asking and answering the questions, have volunteers perform a job interview in front of the class. At the end of the interview, each student should explain how he/she was responsible during the interview process.
Student assessment:	Participation in the activity (and post activity discussion).
Challenge activities:	Have students discuss, in pairs, what they consider to be the meaning of "Equal Opportunity." Volunteers will read their definition to the class. Students should mention how they gave respect to equal opportunity during the interviews.
Plans for re-teaching:	Post-site lesson

# 12th Grade Unit

National Park Service  
U.S. Department of the Interior

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## The Oaks Classroom

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### POST-SITE LESSONS Added Responsibility

Overview:	During the field trip to Tuskegee, we have learned about how successful people such as Booker T. Washington and George Washington Carver were responsible. We have also learned that in order to have success in our own lives, we too must be responsible. In these next lessons, we will learn that added importance brings added responsibility.
Student task:	Students will form groups to write a speech similar to a "State of the Union" speech. Students will also assume the role of and examine the responsibilities of a Park Representative. Both of these hypothetical situations demand much responsibility.
English Language Arts:	Explain to students that the President of the United States delivers his State of the Union speech to the country, periodically. The purpose of this speech is to explain the condition of the country. Have the students divide into groups. Each group will be assigned one of the following speech topics: State of the City, State of the School, State of Tuskegee, or State of Tuskegee Institute National Historic Site. The responsibility of each group member is to contribute to the speech. Each group should focus on "the condition" of: the city in which the school is in (from research of newspapers and interviews), the school itself (school newspaper and interview with the principal), the city of Tuskegee (Internet, phone interview with a city official, city newspaper), and the Tuskegee Institute National Historic Site (field trip experience). Each group will select a member to read the speech to the class.
Social Studies:	Have the students form groups of four. Each group will elect a member that will assume the role of "Park Representative" - from the National Park Service. The group will decide what the Representative's responsibilities will be. Students should consider that the Representative will have the Park's best interest in mind. Have each Representative speak before the class.

# 12th Grade Unit

National Park Service  
U.S. Department of the Interior

Tuskegee Institute National Historic Site  
Tuskegee, Alabama



## The Oaks Classroom

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### VOCABULARY

Responsibility	The state, quality, or fact of being responsible.
Justice	The quality of being just; fairness.
Curriculum	All the courses of study offered by an educational institution.
Equal Opportunity	Absence of discrimination, as in the workplace, based on race, color, age, gender, national origin, religion, or mental or physical disability.
Reunion	A gathering of the members of a group who have been separated.
Newsletter	A printed report giving news or information of interest to a special group
Interview:	A formal consultation, usually to evaluate qualification

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### SUGGESTED REFERENCES

Up From Slavery  
By Booker T. Washington

George Washington Carver: In His Own Words  
Edited by Gary R. Kremer



### Tuskegee Institute NHS Parks as Classroom

We are glad you had the opportunity to participate in the education program at Tuskegee National Historic Site. Please help us continue to improve and develop this program by taking a few minutes to complete this form. We know how valuable your classroom time is, and we want to insure our curriculum and programs are serving your needs. Thank you for your time. Please return to Tuskegee National Historic Site, Division of Resource Education, 1212 West Montgomery Road, Tuskegee, AL 36088.

Name of School: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 Teacher's Name: \_\_\_\_\_ Grade Level: \_\_\_\_\_  
 Program Title: \_\_\_\_\_ Date of Visit: \_\_\_\_\_  
 Name of Ranger(s): \_\_\_\_\_

How did you learn about this program? \_\_\_\_\_  
 Was the reservation system convenient? \_\_\_\_\_ Yes \_\_\_\_\_ No  
 Did you have everything you needed to prepare for the Trip? \_\_\_\_\_ Yes \_\_\_\_\_ No  
 Suggestions: \_\_\_\_\_

How did you prepare for the visit? \_\_\_\_\_

Please comment on the strengths and weaknesses of the program/presenter and any methods/materials utilized.

What was the best part of the educational experience? \_\_\_\_\_

Please circle your response to the following questions:

1 (high/agree) 2 (medium/okay) 3 (low/disagree)

#### Overall Evaluation

Usefulness from curriculum standpoint:	1	2	3
Quality:	1	2	3
Interest level of students:	1	2	3
Age Appropriate:	1	2	3

#### Program:

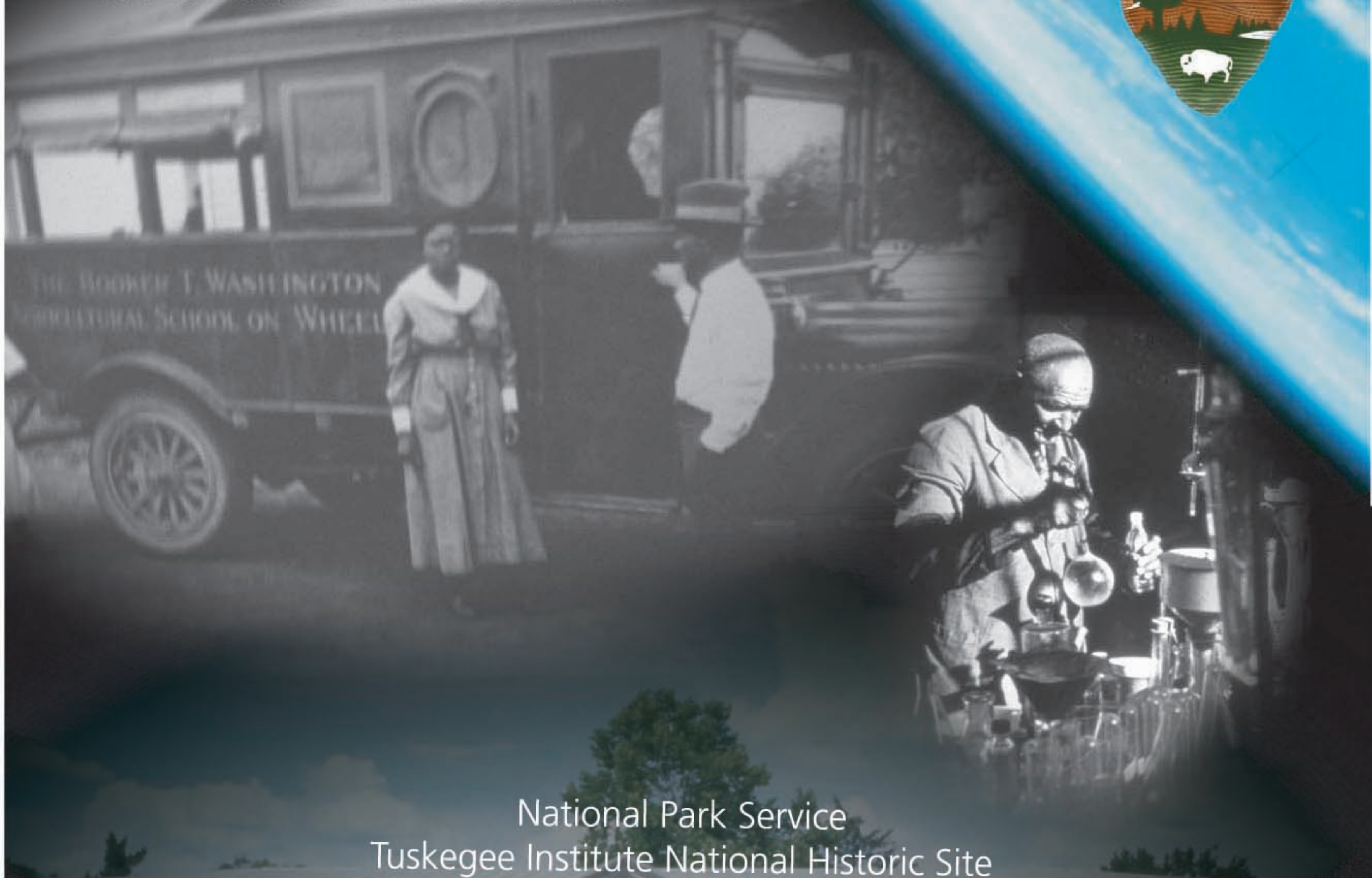
Relevant to curriculum:	1	2	3
Suitable for class size:	1	2	3
Appropriate Length:	1	2	3
Content for age group:	1	2	3

Use program in future:	1	2	3
Ranger effectiveness:	1	2	3



# TUSKEGEE INSTITUTE

National Historic Site



National Park Service  
Tuskegee Institute National Historic Site

"Today's Learners, Tomorrow's Leaders"

To Schedule A Parks-As-Classroom Program Contact:

Tuskegee Institute National Historic Site  
1212 West Montgomery Rd.  
Tuskegee, AL 36088  
Telephone: 334-727-3200  
Email: [TUIN\\_Administration@nps.gov](mailto:TUIN_Administration@nps.gov)  
Homepage: [www.nps.gov/tuin](http://www.nps.gov/tuin)

